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ABSTRACT

This document contains an outline of a workshop on instructional supervision for vocational, technical, and adult education supervisors in Wisconsin. Materials used in the workshop, along with preparation materials, are included. Extensive appendixes include a list of workshop participants, the agenda, handouts on instructional supervision, and the following articles: "Effecting a Reconciliation between Supervision and Evaluation" (Madeline Hunter); "Supervision" (Robert J. Krajewski); "Preparing for an Instructional Conference" (Madeline Hunter); "Script-taping: An Essential Supervisory Tool" (Madeline Hunter); "Script-taping: A Method for Recording Classroom Observations" (Jack Sutton); "Critical Attributes of a Staff Development Program to Increase Instructional Effectiveness" (Madeline Hunter, Doug Russell); and "The Coaching of Teaching" (Bruce Joyce, Beverly Showers). Additional attachments contain handouts on elements of instruction, transparency masters, evaluation form, and participant evaluations of the workshop. (KC)

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# Final Report

## Project #30-104-150-290

## Workshop Conducted for

## Wisconsin Board of Vocational, Technical and Adult Education

Howard D. Lee
Project Director

Center for Vocational, Technical and Adult Education
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## INSTRUCTIONAL SUPERVISION
## VTAE WORKSHOP 90
## June 1990

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## Introduction:

The Instructional Supervision VTAE Workshop was conducted March 5-7, 1990, in Wisconsin Rapids. A similar workshop was conducted March 28-30, 1989. This workshop was requested again by the VTAE Instructional Service Administrators.

Instructional supervision is a process used by the first-line supervisor, department head or lead instructor and teacher. The first-line supervisor, department head or lead instructor is seen as the instructional leader in the department and as such, has a major role to play in effective classroom instruction.

In this training, individuals must first have a clear understanding of the materials in the Elements of Instruction Workshop. The second part of the training involves the development of observation, analysis and conferencing skills. Training includes techniques for collecting data for the conference, interpreting the data, and planning the instructional conferences. Following this phase of training, the first line supervisor, department head or lead instructor will observe and conference staff members teaching in a classroom/lab to; 1) reinforce the effective instructional skills observed in the lesson, and 2) refine or add new skills to the teacher's repertoire. The intent is not to "fix" the teacher or lesson, but to provide a forum where the first-line supervisor, department head, or lead instructor and teacher can focus on instructional development specific to that teacher's needs. This is a staff development process and not evaluation!

The material used in this training session is based on the UCLA Teaching Model, Clinical Supervision, resulting from the work of Dr. Madeline Hunter. Psychology research was translated along with hundreds of hours of observation and analysis into meaningful content easily understood by those in the teaching/supervision field. When elements of instruction are coupled with an ongoing program of instructional supervision and live instructional conferences, this two-part process has been judged to be one of the most effective ways to heighten, maintain and refine instructional skills.

Many new and experienced first-line supervisors, department heads or lead instructors need help concentrating on instructional supervision - studying research, integrating effective instructional techniques into new curriculum programs, and highlighting instructional

behaviors in teaching. The "elements of instruction" forms the theoretical base of knowledge describing how students learn and "instructional supervision" helps the instructor make instructional decisions to increase the probability that students will learn.

**Participants:**

Letters were sent to each district announcing the workshop in December 1989, (see Attachment A). At that time, background information, objectives, teams, registration and credit information was included.

Each VTAE district was asked to send three faculty who could benefit from the content. It was also requested that the same faculty attend the Elements of Instruction Workshop prior to this workshop.

Thirty-one VTAE personnel from thirteen districts participated in this workshop (see Attachment B). Fourteen were supervisors, three were general education instructors, and fourteen were occupational instructors. Milwaukee Area, Lakeshore, WI Indianhead, Northeast, Gateway, Moraine Park and Madison Area each sent a team of three people.

**WORKSHOP OBJECTIVES:**

The Instructional Supervision Workshop had the following objectives:

Develop an awareness of the UCLA Instructional Supervision Model approach as it applies to vocational, technical, and adult education by:

1. Reviewing the content in the elements of instruction.
2. Gather data by conducting an observation of an instructional episode in a classroom/lab setting.
3. Planning an instructional conference.
4. Conducting an instructional conference.
5. Analyzing other instructional conferences.

**WORKSHOP OUTLINE:**

The following information was covered during the workshop:

1. Professional responsibilities of a teacher.

2. Instructional skills.
   A. Teaching to an objective.
   B. Selecting objectives at the correct level.
   C. Monitor and adjust.
   D. Principles of learning.
      1) Motivation
      2) Rate and degree.
         a. Set
         b. Participation
         c. Reinforcement
         d. Closure
      3) Retention
      4) Transfer

3. Implications of the Elements of Instruction to Vocational Education.

4. Background and Theory of Instructional Supervision

5. Planning the Conference
   A. Introductory Phase
      1) Purpose
      2) Skills
   B. Diagnosing Phase
      1) Purpose
      2) Skills
   C. Reinforcement Phase
      1) Purpose
      2) Skills
   D. Instructional Phase
      1) Purpose
      2) Skills
   E. Follow up Phase
      1) Purpose
      2) Skills

**SCHEDULE:**

The following schedule was followed for the three-day workshop:

Monday, March 5, 1990

- Introduction, Objectives and Expectations
- Professionalism
- Responsibilities of a Teacher
- Decision Making Model
- Elements of Instruction Model – Critical Behaviors of a Teacher
- Background and Theory of Instructional Supervision

Tuesday, March 6, 1990

- Overview of the Instructional Conference
- Scriptaping
- Analysis of Script
- Introductory Phase of Conference - Practice
- Diagnosing Phase of Conference - Practice

Wednesday, March 7, 1990

- Reinforcement Phase of Conference - Practice
- Instructional Phase of Conference - Practice
- Follow-up Phase of Conference - Practice
- Pulling the Whole Conference Together - Teaching Episode and Analysis
- Implementation Strategies

The workshop was conducted with formal presentations, opportunity to put the content in the participants' own words, and opportunity for practice (see Attachment C). Practice was accomplished through sharing, worksheets and group activities. Each participant had an opportunity to practice what they learned by presenting a lesson and to observe other instructors as they presented instruction. Feedback from participants was gathered at the end of the first two days and adjustments were made to accommodate participants' concerns.

Each participant was provided with a three-ring notebook with labeled dividers. Numerous articles, information sheets, worksheets and notebook paper were also provided. Many transparencies were developed and also mailed to each district for use (see Attachment E).

Each participant also received a Certificate of Completion (see Attachment F). Twenty-nine participants signed up for the one credit course, 199-570 Instructional Improvement, through the University of Wisconsin-Stout. Based on the University of Wisconsin System Policy #22, the tuition fee was waived except for the segregated fee which participants paid.

Lunch and coffee breaks were provided consistent with state guidelines.

**Evaluation:**

Each participant completed an evaluation form. Questions and mean scores based on a 5.0 scale are indicated below:

| | | |
|---|---|---|
| 1. | Clarity and Appropriateness Of Workshop Objectives. | 4.65 |
| 2. | Applicability of Workshop Content. | 4.60 |
| 3. | Delivery of Information/Modeling. | 4.85 |
| 4. | Relevance of Activities. | 4.70 |
| 5. | Attention to Your Efforts. | 4.85 |
| 6. | Use of Principles of Learning. | 4.85 |

The tabulated average rating was 4.7 (see Attachment F). Participant comments are attached and indicate excellent results (see Attachment G).

# ATTACHMENT A

*Letters*

November 9, 1989

(See attached list)

Dear (name):

The Wisconsin State Board of Vocational, Technical and Adult Education and the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout are conducting two staff development workshops:

- **ELEMENTS OF INSTRUCTION**
  **February 5-7, 1990**
  **Mead Inn**
  **Wisconsin Rapids, WI**
- **INSTRUCTIONAL SUPERVISION**
  **March 5-7, 1990**
  **Mead Inn**
  **Wisconsin Rapids, WI**

The purpose of the first workshop, ELEMENTS OF INSTRUCTION, is to heighten the skills of the instructor by providing knowledge and skills in the essential elements of instruction. Each district should consider sending a team of three people: two teachers (ACE - or part-time instructor may also be sent) and one first line supervisor, or department head. It is important that the first line supervisor be someone who has responsibility to evaluate/supervise instructors.

The second workshop, INSTRUCTIONAL SUPERVISION, will apply skills learned in the first workshop by providing a focus on improvement of instruction by the development of observation, analysis and conference skills. Participants will be able to reinforce the effective instruction of skills observed, and refine or add new skills.

Districts should plan to send the same first line supervisor to each workshop. One or both of the teaching staff who attended the first workshop should also plan to attend the second with the supervisor. A team will facilitate the comprehension, application and implementation of the new concepts and strategies learned.

The presenters for the workshop will be Howard Lee, Co-Director, Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout and Bill Mamel, Consultant, Instructional Troubleshooters, Minneapolis, MN.

Credit Offered: One credit (either graduate or undergraduate) will be offered with tuition waived. A small UW-System institutional fee (graduate $10.40, undergraduate $13.28) will be the only charge. Registration for credit will occur at the workshop.

A confirmation letter will be sent to registered participants prior to the workshop.

The workshop grant will cover lunches and breaks. Other meals, travel and lodging expenses are the responsibility of each VTAE district. There will be no general registration charge for this workshop.

Please complete the enclosed registration form and return it in the envelope provided by **Wednesday, January 10, 1990.** Call the Mead Inn (715) 423-1500 directly for lodging arrangements, noting you are attending this workshop. A block of rooms have been reserved. We look forward to your involvement in this staff development activity. If you have any questions, please contact Steve Schlough at (715) 232-3793.

Sincerely,

Howard Lee, Co-Director
CVTAE, UW-Stout
218 Applied Arts Bldg.
Menomonie, WI 54751

Steve Schlough, Workshop Coordinator
CVTAE, UW-Stout
218 Applied Arts Bldg.
Menomonie, WI 54751

dmd

Enclosures: Registration Form
Agenda

cc: Bob Johnson
James Urness

The WISCONSIN STATE BOARD OF VTAE & UW-STOUT do not discriminate on the basis of race, sex, age, religion, sexual orientation, handicap, national origin or ancestry.

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# ATTACHMENT C

*Agenda*

# INSTRUCTIONAL SUPERVISION VTAE WORKSHOP

**Monday, March 5, 1990 Mead Inn-Wisconsin Rapids**

---

**WORKSHOP INSTRUCTORS:**

- Howard Lee, Co-Director, Center for Vocational, Technical & Adult Education, University of Wisconsin-Stout
- Bill Mamel, Manager Operations Training, LORAM, Hamel, MN

| | |
|---|---|
| 7:30 - 8:00 | **Registration** |
| 8:00 - 8:30 | Introduction, Objectives & Expectations - Howard |
| 8:30 - 9:00 | Background - Theory of Instructional Supervision - Howard |
| 9:00 - 9:30 | Assessment & Check for Understanding - Bill |
| 9:30 - 9:45 | **Break** |
| 9:45 - 11:30 | Elements of Instructional Review - Howard |
| 11:30 - 12:00 | Clarification of Elements - Bill and Howard |
| 12:00 - 12:45 | **Lunch with discussion** |
| 12:45 - 1:15 | Micro-Teaching Lesson (Students script-tape/observation)- Bill |
| 1:15 - 2:00 | Conferencing/Howard |
| 2:00 - 2:15 | **Break** |
| 2:15 - 3:15 | Gathering Data - Howard |

**EVENING**

| | |
|---|---|
| **6:30 - 8:00** | **Consultation - Informal Discussion** |

Agenda

# INSTRUCTIONAL SUPERVISION VTAE WORKSHOP

**Tuesday, March 6, 1990 Mead Inn-Wisconsin Rapids**

| | |
|---|---|
| 8:00 - 8:30 | Review/Objectives - Howard |
| 8:30 - 9:15 | Analysis of Script, Diagnosis - Howard |
| 9:15 - 10:00 | Practium - Select Conference Objectives - Bill |
| 10:00 - 10:15 | **Break** |
| 10:15 - 10:30 | Conference Model Phase - Howard |
| 10:30 - 11:00 | Introduction Phase (Practium Model) - Bill |
| 11:00 - 12:00 | Diagnosis Phase (Practicum Model) - Bill |
| 12:00 - 12:45 | **Lunch with discussion** |
| 12:45 - 1:45 | Reinforcement Phase -Howard |
| 1:45 - 2:15 | Instruction/Planning Phase (Practicum-Model) - Howard |
| 2:15 - 2:30 | **Break** |
| 2:30 - 3:15 | Continue |
| 3:15 - 3:30 | Closure - Howard |

**EVENING**

| | |
|---|---|
| **6:30 - 8:00** | **Consultation - Informal Discussion** |

Agenda

# INSTRUCTIONAL SUPERVISION VTAE WORKSHOP

**Wednesday, March 7, 1990 Mead Inn-Wisconsin Rapids**

| | |
|---|---|
| 8:00 - 8:30 | Review/Objectives - Howard |
| 8:30 - 9:15 | Observation/Script (From Video) - Bill and Howard |
| 9:15 - 10:00 | Analysis/Conference Planning - Howard and Bill |
| 10:00 - 10:15 | **Break** |
| 10:15 - 12:00 | Observation, Script, Analysis, Conference Planning and Conference<br>• (two groups) - Bill and Howard |
| 12:00 - 12:45 | **Lunch with discussion** |
| 12:45 - 2:15 | Instructional Supervision |
| 2:15- 2:30 | **Break** |
| 2:30 - 3:30 | Implementation, Assignment and Evaluation - Howard |

# ATTACHMENT D

*Handout Materials*

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# CLINICAL SUPERVISION FOLLOW-UP

I. DEVELOP YOUR SKILLS AND UNDERSTANDING OF CONTENT
   A. Review your notes and books (distributed practice)
   B. Discuss what you have learned with other informed people.
   C. Diagnose yourself - what are your areas of greatest/least understanding?
   D. Select one area for your first concentration. Task analyze what you need to do.
   E. Design a lesson and teach to a group of students. Arrange for observation by an informed observer or have the lesson videotaped and analyze it yourself. Revise the lesson based on what you learned and teach it again.

II. DEVELOP YOUR SKILLS AND UNDERSTANDING OF TEACHING
   A. Find a teacher with whom you feel you can work and TEACH with that teacher. Both of you will learn a great deal.
   B. Observe that teacher after reminding him/her it is for your growth. Practice 5 - 10 minute script tapes. Go over the script tape with him/her just reading what you have recorded. If you feel comfortable, do a Type "A" conference. (LEVEL II SKILL)
   C. Observe and teach for fellow administrators and have them do the same for you.
   D. All of the above will give you examples to use when you begin to share your knowledge.

III. SHARE YOUR KNOWLEDGE AND SKILLS (done for your benefit)
(Beware of just sharing a list or your notes. Without comprehension, presentation at a knowledge level is not only useless, but dangerous).

   A. Select one area and do an input to a small group (use films, tapes, charts, chalkboard, outline, etc.). If you need a lot of notes, you do not understand your content well enough. Make sure you model what you have learned in this course as you do your presentation (small meaningful amount of information, lesson design, motivation, checking for understanding, etc.). Also make sure you demonstrate and label (right and left hemisphere) in your presentation the content you are teaching. Use examples from your own experience to insure understanding.
   B. Ask your participants to anonymously evaluate your input so you can get honest feedback.
   C. Redesign your input and do it with another small group and again get anonymous feedback.
   D. Develop skill in each area using this process. It is the only way skill develops. Otherwise, you are just parroting and it comes off lacking credibility. REMEMBER, THIS TAKES TIME. BE PATIENT BUT PERSISTENT.

IV. DEVELOP SKILL IN INSTRUCTIONAL CONFERENCING (Level II skill)

A. With one or two teachers with whom you have been working, explain what you need to learn to do and ask for their help. Observe, take script tapes for 5 - 10 minutes, and hold "A", "B" and "C" conferences. If they request it, you have move to a "D" conference. MAKE SURE YOU KNOW THE TEACHER'S REASON FOR MAKING A DECISION BEFORE YOU ASSUME IT WAS INAPPROPRIATE.
B. Teach for those teachers and ask them to observe and conference you.
C. The word will spread and you will get other requests. **PROCEED SLOWLY!**
D. Ignore "heel draggers" (extinction) until you have the rest "up and flying" and your skills have escalated. Then tackle them.

IF SOMEONE "HIGHER UP" TRIES TO JAB YOU INTO FIRING A TEACHER OR RETRAINING A WHOLE STAFF THE FIRST YEAR, SHOW THIS PAPER TO THEM AND TELL THEM THAT MADELINE SAYS SUCH ACTIVITY IS A SURE WAY TO KILL AN INSTRUCTIONAL IMPROVEMENT PROGRAM.

# INSTRUCTIONAL SUPERVISION

# VTAE WORKSHOP

**WISCONSIN RAPIDS**

**MEAD INN**

**MARCH 5, 6 & 7, 1990**

**A WORKSHOP FOR VOCATIONAL EDUCATORS**

**WORKSHOP INSTRUCTORS:**

**Howard Lee, Co-Director, Center for Vocational, Technical & Adult Education, University of Wisconsin-Stout**

**&**

**Bill Mamel, Manager, Operations Training-LORAM, Hamel, MN**

**CENTER FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION**

**University of Wisconsin-Stout**

# INSTRUCTIONAL SUPERVISION

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# CLINICAL SUPERVISION VS. EVALUATION

The primary difference, is the instructional aspect. In clinical supervision, you set an objective to reinforce, and an objective to teach to (improve teacher's skill). In evaluation, you really don't have to do any instruction, just rate various categories on the evaluation instrument.

Also, scope of evaluation is broader, and covers all aspects of the job.

Another difference, is that one purpose of evaluation is to pinpoint teachers who really need help - (probation possibilities), but if a teacher is "satisfactory", no further effort is required to help the teacher refine skills.

In evaluation, cover a broad area of skills a teacher has and assess them i.e. - classify where they are in the overall teaching profession.

In clinical supervision, a specific lesson is assessed and what you want the teacher to continue is reinforced. You may teach a part that is left out with the understanding that you will return at a specific time agreed upon to see if the missing part has been fixed.

Clinical supervision zeros in on instructional skills which are more specific and exacting - the criteria are more clearly defined. It requires that the supervisor teach. (in the conference!)

In contract, evaluation is an inventory of whether the teacher is doing a satisfactory or unsatisfactory job on a myriad of areas. The items are more broad and conferencing less specific.

Evaluation: Means using a district instrument to assess a teacher's overall abilities in many areas for a given period of time. It is an inventory of the person's abilities and skills.

Clinical Supervision: May also use a district determined criteria, but the purpose is for maintenance and improvement of skills. The supervisor must have a knowledge of the elements of instruction. You are looking for what is effective and reinforce that and what needs improvement and provide instruction for improvement - with follow up.

One way to distinguish is like the difference between a referee and a coach. The evaluation requires the referee; the clinical supervision is the coach.

The referee calls or makes judgement on all phases of the operation while the coach is aware of what is going on, but builds on the strengths and tries to improve weaknesses - works on this.

Differences between evaluation and clinical supervision:
In evaluation you are to determine whether or not the person is doing the job he was hired to do. In clinical supervision you are to determine the strengths and weaknesses of a person's teaching - to reinforce what he is doing effectively and to teach him ways to improve those areas that are not helping the kids to learn.

The purpose of evaluation is assessment. It is a check-list inventory of various competencies of a teacher - such as instructional skills, management skills, relationships with teacher and students. it is like giving a student a report card. The purpose of clinical supervision is to zero in on a certain aspect that needs to be maintained and to build in correction of an aspect that needs to be refined. The major distinction is that clinical supervision requires the administrator to teach the instructor according to a deficiency observed within the teaching skills.

Clinical supervision implies reinforcement of good teaching skills plus suggestions to help in areas that need help whereas evaluation suggests the final report card for the year.

# THE INSTRUCTIONAL SUPERVISION PROCESS

1. In the instructional supervision process, data is gathered by conducting an observation of an instructional episode in a classroom/lab.

2. A detailed anecdotal record of the observation or analysis of the self-directing process is compiled, documenting specific points in the episode.

3. An initial diagnosis of the specific documented points is made identifying those points which were effective and those which were less than effective.

4. After the episode has been analyzed in detail, the observer prioritizes those points which were effective and those which need strengthening.

5. Utilizing the identified priorities, the instructional supervisor plans an instructional conference in order to verify what was observed and to utilize the information which was gathered in order to improve future instruction.

6. A conference is conducted between the instructional supervisor and the teacher. The major components of the conference are diagnosis of the episode, reinforcement of an effective instructional skill, and (if necessary) strengthening of a less effective skill.

# INSTRUCTIONAL SUPERVISION

The role of the instructional supervisor as an instructional leader has been an intention of education/training for some time. Instructional experiences focus on the the improvement of instruction. As instruction improves, other key factors such as school climate, discipline, attendance, retention, and the quality of the curriculum in general improves.

## Prerequisite Skills and Knowledge

- Knowledge of Bloom's Taxonomy
- State objective in performance terms.
- Formulate a task analysis in relation to that objective.
- Differentiate between a dependent and independent sequence in relation to component objectives.
- List the dependent objectives in sequence of difficulty.
- Have knowledge of the curriculum goals and objectives of the school district.
- Have knowledge of the criteria (Elements of Instruction) used to diagnose quality instruction.

## Workshop Objectives

Upon completion of the workshop, participants will be able to:

1. Comprehend observation and feedback process and techniques.
   A. Label examples of elements observed in teaching episodes
   B. Demonstrate comprehension of observation - conference process
   C. Explain process of instructional supervision

2. Diagnose a teaching episode by completing, in writing, a diagnosis of a given teaching episode by:
   A. compiling a written anecdotal record.
   B. demonstrating ability to analyze the anecdotal record by labeling the teaching behavior.
   C. list supportive and specific data from their anecdotal record for each category of the elements of instruction.
   D. classifying the labeled data under appropriate element of instruction.
   E. use the classified data to judge the teacher's ability in each element of instruction.

3. Select conference objective(s) for a conference by writing the conference objective(s):

   A. prioritize teaching competencies to be reinforced.

   B. prioritize teaching competencies to be extended.

   C. arrange the prioritized competencies in a dependent/independent sequence.

   D. use knowledge of teacher learning style to assist in final determination of conference objective(s).

   E. write conference objective for reinforcement and extension of instructional skills.

4. Plan an instructional conference by completing in writing a five phase conference plan.

   A. The task analysis for the five phase conference plan follows:

      1) Introductory Phase

         - plan a statement for greeting the teacher
         - plan a pleasant feeling-tone statement
         - plan to review the conference sequence for the teacher

      2) Diagnosis Phase

         - design a question that will give the teacher an opportunity to reflect on the instructional skills that were effective in promoting learning.
         - design a question that will give the teacher an opportunity to reflect on the instructional skills that were not as effective in promoting learning.
         - design a question that will narrow the focus of the teacher to the instructional skill to be reinforced in the conference.
         - design a question that will narrow the focus of the teacher to the instructional skill to be taught in the conference.
         - provide for professional dignity of the teacher.

      3) Reinforcement Phase

         - write the objective for the instructional skill to be reinforced.
         - mark in the anecdotal record the examples of the skill being reinforced.
         - design a statement to recommend continued use of the skill.
         - plan to explain how the continued use of the skill being reinforced will assist the student in learning.

4) Instructional Phase

- write the objective for the instructional skill to be taught to the teacher.
- set
- objective - plan to tell the objective to the teacher.
- purpose - plan to explain how this skill will assist the student in learning.
- model (if appropriate)
- check for understanding
- input - write the task analysis for the objective (list any information teacher will need to receive in order to achieve the objective)
- guide practice
- closure

5) Planning the Follow-up Phase

- assist the teacher in deciding the amount of time needed by teacher for the practice of the skill before your next observation.
- decide on date and time for next observation

## PROCESS OF INSTRUCTIONAL SUPERVISION

| Diagnosis → → | Select Conference Objective → → | Plan the Conference → → | Conduct the Conference |
|---|---|---|---|
| 1. Ask teacher for instructional objective - to see if they can articulate<br>2. Gather data<br>3. Label data<br>4. Group data for analysis<br>Ask: Did the teacher teach to the objective?<br>Was the objective at the correct level of difficulty?<br>Was there monitoring of the learners and an attempt to adjust the teaching?<br>Was there use or abuse of the Principles of Learning? | 1. List instructional skills that promoted and interfered with learning.<br>2. Rank (order) lists<br>3. Check for dependence - prior knowledge is necessary.<br>4. Consider:<br>• Is the teacher ready?<br>• Is the principal able?<br>5. Formulate the objectives:<br>• Reinforcement<br>• Instructional | 1. Introductory Phase<br>2. Diagnosing Phase<br>3. Reinforcement Phase<br>4. Instructional Phase<br>5. Follow-up Phase | |

# ESSENTIAL ELEMENTS OF INSTRUCTION

**Can the teacher:**

Teach to an Objective

- generate teacher behaviors relevant to an objective
- generate student activities relevant to an objective

Select an objective at the correct level of difficulty for students

- formulate an instructional objective
- write a task analysis
- use the task analysis as the basis for the diagnostic process

Monitor the student and adjust the teaching

- elicit overt behavior of students
- check the overt behavior
- use an analysis of the learning and/or knowledge of the principles of learning to interpret the overt behavior of students
- act on the interpretation

  - reteach
  - practice
  - move on
  - abandon

Use the principles of learning (some of which are listed below)

- Active Participation
- Anticipatory Set
- Motivation
- Closure
- Reinforcement
- Retention
- Transfer

SCRIPT-TAPE

NAME_____ DATE_____

SUBJECT_____ TIME_____

| CRITICAL BEHAVIORS (WHAT) | PRINCIPLES OF LEARNING (HOW) |
| --- | --- |

# PLANNING THE CONFERENCE

## Purpose & Skills

### 1. INTRODUCTORY PHASE

A. Purpose:

- to establish physical comfort and a pleasant feeling tone
- to establish a mental set toward the conference process
- to establish the professional tone of the conference

B. Skills: (ability of the principal to:)

1) plan a statement of greeting
2) plan a pleasant feeling-tone statement
3) plan to review the conference process for the teacher

### 2. DIAGNOSING PHASE

A. Purpose:

- to get additional information about the lesson and the teacher's perspective to complete the diagnosis.
- to allow the teacher the opportunity to analyze the lesson.
- to narrow the focus of the teacher to the conference objectives.

B. Skills:

1) design an open-ended question that will allow the teacher an opportunity to reflect on the instructional skills that promoted learning.
2) design an open-ended question that will allow the teacher an opportunity to reflect on the instructional skills that interfered with learning.
3) design a question that will narrow the focus of the teacher to the instructional skill to be reinforced.
4) design a question that will narrow the focus of the teacher to the instructional skill to be taught.
5) monitor the teacher's responses and adjust as appropriate.

## 3. REINFORCEMENT PHASE

A. Purpose:

- to identify and reinforce an instructional skill so that the teacher will continue using that skill.

B. Skills:

1) write the objective for the skill to be reinforced (see Selecting Conference Objectives).

2) mark in the anecdotal record specific examples of the instructional skill being reinforced.

3) plan how these specific examples will be shared with the teacher.

4) design a statement to recommend continued use of this instructional skill.

5) design a statement to explain how this instructional skill assists student in learning.

6) plan a procedural closure.

## 4. INSTRUCTIONAL PHASE

A. Purpose:

- to develop or refine an instructional skill

B. Skills:

1) write the objective for the instructional skill being developed or refined (see Selecting conference Objectives)

2) develop:
   - anticipatory set: plan to focus the teacher's attention on the instructional skill being developed.
   - objective: plan to relate the objective to the teacher.
   - purpose: plan to explain how this skill affects the student's learning process
   - input: develop a task analysis for the instructional skill being developed.
     - plan how the information from the task analysis will be provided.
   - model: plan examples that will illustrate how the instructional skill is utilized.
   - check for understanding: design a question that will check the teacher's understanding of the instructional skill being developed.
   - guided practice: design several activities that will serve as practice for the instructional skill being developed.
   - closure: design an activity that will allow the teacher the opportunity to summarize his/her understanding of
     - the instructional skill that was developed
     - the instructional skill that was reinforced

## 5. FOLLOW-UP PHASE

A. Purpose:

- to allow the opportunity for growth
- to hold both the teacher and the principal accountable for the improvement of the instructional skill covered in the conference.
- to provide support for the teacher's efforts in improvement

B. Skills:

1) plan to assist the teacher in deciding the amount of time needed by the teacher for practice before the follow-up observation.

2) establish a date and time for the next observation

3) plan a statement of support for the teacher's efforts in instructional improvement.

## DIAGNOSIS

1. Ask teacher for the instructional objective. (What will the students learn and how will they demonstrate that they have learned.)

   Instructional Objective_____

   _____

2. Script-tape the teaching episode.

3. Label the data in terms of the Elements of Effective Instruction.

4. Using specific supportive data from the script-tape, ask:

   - Did the Teacher teach to the objective? Yes/No

     Evidence (from script-tape)

     _____

     _____

     _____

   - Was the objective at the correct level of difficulty for the learner(s)? Yes/No?

     Evidence (from script-tape)

     _____

     _____

     _____

   - Did the teacher monitor the students' progress and adjust the teaching in relation to the students' progress? Yes/No

     Evidence (from script-tape)

     _____

     _____

     _____

   - Was there effective use or was there abuse of principles of learning? Yes/No

     Evidence (from script-tape)

     _____

     _____

     _____

## SELECTING THE CONFERENCE OBJECTIVE(S)

1. List the skills that promoted learning and list those that interfered with learning.

| Promoted learning: | Interfered with learning: |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

2. Rank the skills that promoted learning, the first being the one that was instrumental to progress toward the learning.

   Circle the item ranked #1. This will be the instructional skill to be reinforced.

3. Rank the skills that impeded learning, the first being the one that most interfered with progress toward the learning.

   Circle the item ranked #1. This will be the instructional skill to be taught.

4. Consider the ability of the teacher to receive instruction at this time.

   Consider your self and your ability to teach the instructional objective.

5. Write the <u>reinforcement</u> objective and the <u>instructional</u> objective for this conference.

   Reinforcement Objective _____

   _____

   _____

   _____

   Instructional Objective _____

   _____

   _____

   _____

# PLANNING THE CONFERENCE

## 1. INTRODUCTORY PHASE

- Plan a statement for greeting the teacher.
- Plan a pleasant feeling-tone statement.
- Plan to review the conference sequence for the teacher.

## 2. COMPLETING THE DIAGNOSIS PHASE

- Design a question that will give the teacher an opportunity to reflect on the instructional skills that were effective in promoting learning.
- Design a question that will give the teacher an opportunity to reflect on the instructional skills that were not as effective in promoting learning.
- Design a question that will narrow the focus of the teacher to the instructional skill to be reinforced in the conference.
- Design a question that will narrow the focus of the teacher to the instructional skill that is to be taught in the conference.
- Listen and mentally label teacher comments.

3. **REINFORCEMENT PHASE**

- Write the objective for the instructional skill to be reinforced. (See Selecting the Conference Objective, item #5)

- Mark in the anecdotal record the examples of the skill being reinforced.

- Plan how you will relate these examples to the teacher.

- Design a statement to recommend continued use of the skill.

- Plan to explain how the continued use of the skill being reinforced will assist the student in learning.

- Plan a statement to elicit closure.

4. **INSTRUCTIONAL PHASE**

- Write the objective for the instructional skill to be taught to the teacher, (see Selecting the conference Objective, item #5)

- Anticipatory Set

- Objective - Plan to tell the objective to the teacher

- Purpose - Explain how this will assist the students in learning

- Input - Write the task analysis (see Essential Elements of Instruction: Task Analysis Information Packet)

- Model - Examples, Illustrations

- Check for Understanding

- Guided Practice

- Closure - (Teacher summarizes)

5. **PLANNING THE FOLLOW-UP PHASE**

- Statement of support

- Statement of accountability

- Establish date and time for next observation.

## SUGGESTIONS FOR MINI LESSONS

1. How to tie a tie/bow
2. Waxing skis
3. Preparing attractive food garnishes
4. Napkin folding
5. Ten essential Spanish words for communicating in Mexico
6. Blood pressure
7. Wood carving
8. Rules for Cribbage
9. Counting a Bridge hand
10. How to do your own personal color analysis
11. Hand cut letters
12. Water color techniques
13. Techniques for remembering names
14. Creating paper flowers out of tissue paper
15. Ribbon poinsettia
16. Hockey infractions
17. Football penalty signals
18. Filleting fish
19. Soft sculpture
20. How to sell your car yourself
21. Creating your own transparencies
22. Food exchange system
23. CPR
24. Dealing with abrasive people
25. Aerobic exercises

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# Effecting a Reconciliation between Supervision and Evaluation

Madeline Hunter

I take exception to the assertion that teacher evaluation is a high-cost, low-yield investment. Teaching has improved more in the last decade, since we have done research on teaching and teachers are being evaluated in terms of that research, than it had in the previous centuries. Granted, there always have been outstanding teachers, but their skills usually were intuitive, not consciously practiced. Granted, also, that more research has been available for determining effective teaching in the last decade than in previous centuries. We need only look at the contribution of criterion testing to improvement of student performance in order to supply evidence that high yield results from application of research to the evaluation of students or teachers (or principals).

I will also grant that many principals still have not had the opportunity to learn how to either supervise (help) or evaluate a teacher: an indictment of our universities, many of whom still do an inadequate job of preparing principals for either professional responsibility.

Another issue with which I do not agree is the "fix or fire," "improve or remove" implication of formative and summative evaluation. We are way beyond those rudimentary notions. The outcome for both supervision and evaluation should be escalating teaching effectiveness. Summative evaluation becomes a check point when decisions need to be made about pay, promotion, or release. Expectations will vary for beginning and experienced teachers but both must be certified as growing professionals not merely "adequate" teachers. The

processes of gathering supporting valid evidence for formative, and summative evaluation are much the same. Observing, script taping, and analyzing constitute the diagnostic phase of both. Prescribing for continuing professional growth or making decisions about future status constitute the prescriptive phase. Formative and summative evaluation must be sequential processes, not simultaneous, for the latter is a summation of and achieves validity from the former. The decision to terminate must be based on evidence that the individual has, throughout the year, had the opportunity but has not demonstrated the capacity and/or intention to grow professionally from that opportunity. Intent to grow can be stimulated as a result of supervision by someone who has the power to make a final evaluation and who has collected ongoing data to support final evaluation. Of course, principals want to be supportive. They will feel so if they have been involved in helping, not just judging.

In a Los Angeles inner city school, the principal attempted to help a resistant teacher. Finally, in desperation, the principal issued an ultimatum that better professional skills would be demonstated or the teacher would be terminated. Improvement began. By the end of the year the principal rated the teacher as "better than average" and confessed, "I've always been ashamed of myself for losing my temper and threatening to fire you. What caused you to grow?" The teacher responded, "No one had ever explained professional growth to me that way before."

When there are two administrators, teaming rather than separating formative and summative evaluation should be the procedure. In that way stimulation and correction are built into both processes. To have no communication between the two is like concealing from your doctor all relevant health information when you have your annual physical.

It is time we do some "marriage counseling" to avert the potential divorce of teacher evaluation from supervision and coaching. The two are really very compatable. With understanding of the role, purpose, and activities of each, marital productiveness out of which is born escalating instructional effectiveness (and even bliss!) are possible to achieve. Those who believe otherwise seldom have had extensive experience in dealing with both processes in routine clinical school practice.

It is interesting that in no other enterprise do we consider helping people become more skilled, and determining that they have become more skilled, to be mutually exclusive enterprises. Typically, the teacher who works daily with a class believes no one else can evaluate them as fairly. Surely, teaching graduate classes does not interfere with grading those same students. We would stipulate it contributes to a fair grade!

A coach who has worked with players usually can give a more accurate appraisal of their present skills and future potential than can a one time, skilled observer. Only in competition where the contestants are being compared and ranked in identical situations, are the judges different from trainers who could be biased in terms of their "one and only." Evaluators of teachers do not have a "one and only" who is competing against another's "one and only" in identical situations. Competence must be evaluated in terms of appropriateness and artistry of teaching decisions and behaviors in bewilderingly different situations. The athlete's high jump bar is not at different heights when it is supposed to be at six feet. The condition of the ice does not vary considerably from one skater to the other but classes and teaching situations do.

Teaching is an action performance behavior based on cognition. Information or skills can be acquired through inservice, self analysis, observation or

independent study. The "how" is less important than that artistic skills and accurate knowledge are acquired. Proficiency and artistry develop, as in all action performance behaviors, through practice with coaching. In education we call the coaching process "supervision," or "peer coaching," or formative evaluation. Coaching requires that the coach possess and utilize the skills necessary to increase the effectiveness and/or artistry of another's performance (something not always true in current peer coaching). It does not require that the coach be able to perform better than the individual being coached. The diagnostic-prescriptive aspect of coaching to remediate or stretch performance through formative interactions has been missing from much previous supervision (hence, the name "snoopervision"). The primary purpose of supervision, coaching, or formative evaluation is to enhance performance.

Formative evaluation employs the process of observation, script taping, and analysis of productive and, if they exist, less than productive behaviors. The purpose is to increase teaching effectiveness and artistry through a subsequent instructional conference.

Summative evaluation is a summation of those same processes for the purpose of certification of a person and/or assignment to a category which can range from "inadequate" to "outstanding." Evaluators must have the skills necessary for making judgments about teaching performance which can be supported by reasonably objective data gathered from frequent formative evaluations. A valid summative evaluation can not be made after one observation or oner conference.

Consequently, to validly supervise or evaluate teachers one needs to be highly skilled in both formative and summative evaluation in order to determine whether the teacher's decisions and behaviors were appropriate (and

artistic!) or are becoming increasingly appropriate to these students in this situation with the particular content being learned. The professional skills essential to engaging in supervision and evaluation also require formative supervision/coaching during their acquisition and require summative evaluation to certify their possession.

This is not to say that only the evaluator contributes to professional growth. Both principals and teachers need all the help they can get to translate research about teaching and learning into effective and artistic classroom implementation. Principals welcome the augmentation which results from assistance of resource teachers, central office supervisors, and peer coaches to assist with, not replace, their own supervision because daily assistance over a period of time is not usually possible for a principal given the other responsibilities.

It is essential, however, for a principal to know the area on which a teacher's attempt to grow is focused and to be aware of the effort put forth and the progress being made so this becomes an important consideration in the final summative evaluation. It is naive to believe that the teacher will reveal problems to a supervisor and conceal them from an evaluator. Problems in performance behavior cannot be concealed. They are inevitably revealed to any sophisticated observer. Do you think the coach doesn't know who lacks skill in passing? The teacher doesn't know which students can't multiply? The observer doesn't know when a teacher has discipline problems, doesn't understand math concepts, asks only "yes/no" questions? To believe that a teacher must reveal a problem for a skilled observer to know it exists is wishful thinking.

It is equally naive to assume the principal does not have the time for supervision when instruction is the first priority of schooling. Granted,

none of us has all the time we need and we welcome and need additional help. Every principal can schedule a few hours, inviolate, each week to supervise (assist with) the development of escalating excellence and artistry in teaching. "Walk through" supervision enables principals to visit four to six teachers in a half hour. Seldom should any supervisor's visit last more than ten to twenty minutes. The necessary feed back and coaching can follow at breaks, before and after school, in preparation periods or in the classroom with the students on "autopilot." Frequently, "don't have time" means "don't know how," which is understandable, as skills of supervision often are not adequately taught in administrative preparation.

Supervision is a much more difficult process than is evaluation although the latter appears more formidable. The former requires diagnosis of what the teacher is next ready to learn, prescription of how best to acquire that knowledge or skill, monitoring the process of acquisition, accelerating or remediating the process as required, and assuming part of the responsibility for the teacher's professional growth.

Evaluation, while not easy, requires only a final assignment to a category with supporting objective evidence. To do either supervision or evaluation well requires the same process (observing, script taping, analysis, and interpretation of script tape) but each has the different purpose of "teaching" or "grading." Teachers see a final evaluation as fair and just if it is based on many samples of their teaching, not one fatal visit.

Principals feel secure in final evaluation if they have been involved in a teacher's growth throughout the year when "summative" becomes truly a summing up of a year's effort and achievement in the demanding process of teaching. Evaluation should be an outcome which reflects supervision in the same way that grading is the outcome that reflects effort and instruction.

Let's look at some actual situations which support the marriage of formative and summative evaluation.

1. Teacher A is a nice "average" teacher. Students make routine progress in her class but are not very excited about school. Parents (and the custodian) don't complain, but never request that teacher. The supervisor works hard all year to try to get Teacher A to try some new ideas, to add a little spark to her class, but to no avail. At the end of the year, things are just the same as they were last year and the year before and the year before that.

   Teacher B is a teacher who begins the year with considerable chaos. The room is disheveled, the students noisy, and teaching is spotty. The supervisor works hard and slowly things begin to improve. At the end of the year students are well behaved most, but not all of the time. The room is usually orderly, but exciting student activities sometimes leave it messy. Teacher B has tried and mastered most, but not all of the teaching techniques suggested.

   An evaluator, unaware of what the supervisor has been striving to accomplish with both teachers makes a visit to each room. Which teacher do you think will receive a better evaluation? Which has demonstrated potential for continuing growth? How can the evaluator know that?

2. An evaluator observed a class where one boy was drawing a motorcycle while the teacher was explaining a process. The evaluator marked the teacher down for not making the boy put the motorcycle away. He was unaware that the teacher had grown from "taking the student on" in a public display of "tug of war" from which there was no honorable

to others and was well along the way to interesting the boy in the lesson. The evaluator, not having worked with the teacher had no way of crediting the teacher with professional growth in a very difficult situation or knowing that the boy was behaving the best he ever had.

3. The author, observing a mature teacher, felt he left a lot to be desired. The principal, who had been supervising him all year, stated that he had arrived this year as an administrative transfer from another school where he had been permitted, by "average" evaluations, to continue with less than mediocre performance. The current principal had assisted with, but insisted on, improvement and the growth had been remarkable. School district personnel marveled at his improvement and predicted he would shortly attain better than adequate performance. Would the author's or the principal's be the more fair evaluation?

An important aspect of evaluating teachers is knowing what new skills they are learning, how eagerly they seek constructive appraisal, what and how hard they are willing to try in order to improve their performance, how much they have accomplished professionally this year. The person who supervises is aware of these aspects. The evaluators may not be cognizant of how well teachers have learned what they have had the opportunity to learn and how much supervisory effort it took to achieve these results. All of these aspects are predictors of continuing professional growth or stagnation.

4. It is interesting to note that in the Napa Project* where the consultants supervised and the principals evaluated, as soon as the consultants left, the teachers no longer continued with what they had learned but went back to their "old ways." Evidently, the teachers felt there were different expectations in supervision and evaluation. This provides provacative evidence that supervision and evaluation should be marriage partners, not divorced activities. Let's reunite them but, through inservice in both, build future compatability.

* Journal of Elementary Education, February 1987.

# Supervision

Robert J. Krajewski

## Understanding the Why's of Instructional Supervision

Why is it that so many teachers do not receive the instructional improvement support and services they feel they need? Why don't schools have an abundance of improvement programs? These are complex questions that lead to others with deeper implications for supervision. Are there enough instructional improvement personnel? Do they have the necessary preparation and skills to carry out their instructional improvement role? Do they understand what their role entails? And do their job requirements give them sufficient time to devote to that role? Perhaps in our zest to excel in instructional improvement, we have been too quick to respond to the *how's* and have ignored the *why's*.

Understanding instructional supervision is not easy, and implementing an instructional supervision program remains a persistent challenge. Most supervisors develop assumptions, principles, hypotheses, and conceptual frameworks on which to base their theories and build their supervision ideas. They express concern that instructional supervision is too often thought of as a process that focuses on specific skills, advantages, time constraints, or motivation techniques. Without the reasons behind the processes, it is nearly impossible for supervisors to communicate effectively with teachers. Both supervisors and teachers must be aware of the why's, and any instructional supervision model must integrate the why's with the how's.

From the instructional supervision literature and from practice, I chose six key elements that *together* provide a firm foundation for building a viable instructional improvement program.

1. *Instructional supervision requires a perceiving, behaving attitude.* The most important task instructional supervisors face is relating to the affective. Crucial to success is forming and maintaining a positive attitude and enthusiasm toward instructional improvement. Just as a prerequisite for effective teaching is a teacher's acceptance of self, so too must the instructional supervisor know, accept, and respect self as a prerequisite to working effectively with teachers and guiding their instructional improvement efforts.

Wilhelms (1973) believes that the only teachers who can really do the job are those who somehow feel good about themselves, the people they work with, and the world they work in. The same holds true for supervisors. Effective instructional supervision requires that supervisors be in touch not only with themselves but with colleagues as well. Knowing and accepting self-limitations allows supervisors to better accept colleagues, work with them as they are, and encourage them to accept themselves and to accept students. Most important, such behavior facilitates a perceiving, behaving attitude and enhances supervisors' encouraging a like attitude in teachers.

2. *Instructional supervision requires a becoming attitude.* Supervisors who try to do their best for instructional improvement and who model improvement in their own professional behavior will hold similar expectations of the teachers with whom they work. The concluding sentences of ASCD's *Perceiving, Behaving, Becoming* (Combs, 1962) note that the person who has values, a positive view of self, is creative, open to experience, responsible and trustworthy, well informed, and aware that he or she is in the process of becoming, is the person most able to survive and deal with the future. Our actions speak louder than words. Confidence in self encourages confidence in others; others become what we expect and help them to be.

3. *Instructional supervision requires nurturing of mutual trust and rapport.* Rapport—a harmonious relationship, especially one of mutual trust—is vital. Trust is the foundation of instructional supervision; its development must be continually promoted and nourished. While perceiving, behaving, becoming attitudes are necessary prerequisites, rapport nurturance is the binding element for instructional supervision.

4. *Instructional supervision requires sufficient preparation.* Through preparation programs, prospective supervisors must acquire a thorough knowledge base of instructional skills and theory as well as an ability to apply that theory in the practical world of teaching. Too often, however, supervision credential programs lack this important feature or address it only minimally. Without necessary skills in planning, observing, and analyzing teaching; conferencing and counseling with teachers; and planning and implementing improvement programs with teachers; instructional supervisors cannot fulfill their role expectations. And without sufficient preparation, supervisors cannot acquire these necessary skills.

5. *Instructional supervision requires role delineation.* A supervisor helps teachers and supervisors understand and accept their respective roles. In supervision, role delineation is concomitant with colleagueship, for while the supervisor is responsible for developing and implementing instructional improvement programs, the teacher is the critical link to student learning. Preparing teachers for instructional improvement means getting all teachers involved in instructional program decisions, promoting idea sharing and a sense of program ownership. It also means assuming leadership by setting realistic growth goals and availing yourself as a facilitator to accomplish the goals.

6. *Instructional supervision requires productive tension.* Behavior change produces tension for both teacher and supervisor. Supervisor tension—due in part to incongruency between job expectations and lack of sufficient preparation—is perhaps even greater than that of the teacher whose instructional behavior is analyzed for improvement. Teacher tension—wheth-

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er from neophytes wishing to succeed or experienced teachers wishing to maintain/enhance teaching skills—is variable. Throughout the instructional improvement program, the supervisor's responsibility is to keep the tension productive—a sometimes awesome responsibility.

Every supervisor preparation program should address both the concept and the process of instructional supervision, as should supervisor inservice programs. Too often meager program attempts either confuse or promote false confidence with minimum process skills. Were the why's to be better incorporated into the preparation program, supervisors would be better equipped to design and implement instructional improvement programs. Similarly, were the why's to be better incorporated into instructional improvement programs, teachers would be better prepared to accept and help implement their professional growth and to effect greater student learning.

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# PREPARING FOR AN INSTRUCTIONAL CONFERENCE

Madeline Hunter

All instructional conferences have "increased excellence in future teaching" as their goal. The teacher will never teach that same lesson to those same students again. Consequently, the purpose of the conference is not to compliment the teacher or repair that lesson, but to use that lesson as a data source to reinforce and extend effective teaching or to remediate less effective teaching so in either case positive transfer to that teacher's future lessons will become more probable.

## Observe and Script Tape the Lesson

It is assumed 1) that an observation will precede any instructional conference (unless teacher and observer are only planning for a subsequent lesson) and 2) that a script tape (running anecdotal record of what the teacher and students said and did) will be made during the observation to be used as the primary data for the conference.

Using a checklist to determine whether a teacher did or did not do something is an unsatisfactory means of recording data for an instructional conference because there is no record of temporal cause-effect relationships or of the context in which the behavior occurred. Presence or absence of any behavior is not the question. The question is whether the behavior observed was appropriate or inappropriate to that situation and for those students.

## Analyze the Script Tape

As soon as possible after the observation, the observer should identify the teacher's instructional objective and analyze the script tape in terms of that objective, recording in the margin those sections which have relevance for the conference. This identification can be done by marks (?, !, *, ---) or colored pen. Sections identified should be labeled with the professional term that will be used to describe and communicate concepts and generalizations in the conference ("anticipatory set," "massed practice," "extinction," "meaning," transfer," etc.). Labeling builds a common vocabulary which subsequently can be used to discuss professional understandings. The part of the script tape that will support that label or generalization should be marked so it can be readily located during the conference.

From the script tape, teaching decisions and actions are analyzed to identify cause-effect relationships and to determine the conditions under which similar decisions would be effective in the future. For decisions that were not as effective as intended, theory based practical and specific remediations need to be developed. The following activities should be included in the analysis.:

Identify and label any non-typical, effective decision or behavior which occurred only once or seldom in the lesson. Frequently this is intuitive behavior, so the teacher needs to be alerted to that behavior, learn the generalization that supports its effectiveness and identify the conditions under which that same behavior should be used in the future.

If they occur, identify patterns of less effective teacher or student behaviors, not just one instance. One instance of not enough "wait time," a blurted out answer, an inappropriate rhetorical question, a lack of specific feedback is not all that important but observers tend to "pounce" on such instances. Only sophisticated teachers welcome being alerted to their occasional "slips."

Prioritize what needs to be accomplished with the teacher. Remember, you can't accomplish everything in one conference. The first items of priority are the concerns of the teacher: the discrepancy between what the teacher hoped would happen and what did happen. Little else can be accomplished unless those discrepancies are discussed, understood and handled. This does not mean you begin every conference with, "How did you feel about the lesson?" It does mean that whenever a teacher's concern surfaces it must be attended to before proceeding to other matters.

It there are problem or inappropriate student behaviors, those need to be handled. Very little can be accomplished when students are not in order. Try to determine what triggered the unproductive behavior. Was it teacher, students or situational? Plan a workable (practical!) remedial plan that is possible for that teacher to implement with that student in that situation. Also plan how you will teach/assist/support the teacher in the implementation. Anticipate, also, how you will follow up to determine if the plan was successful, if it requires modifications, and how they will be determined and effected.

If student behavior problems are not an issue, determine a primary objective for the conference. Is it to identify effective teaching decisions and behaviors, to develop alternatives for future situations where those strategies might not work (increase the teacher's pharmacy of alternatives), to encourage the teacher to engage in self-analysis, to remediate behaviors that were not successful or to stretch effective teachers to new heights of professionalism, or a combination of these objectives appropriate for teacher and time available?

Any one, or the combination of these objectives, may need to be modified as information emerging during the conference indicates a different direction would be more productive. Remember to include, in whatever are the priorities, strategies to produce positive transfer of understanding and/or skills developed in the conference to future teaching situations.

### Plan the Conference

1. From the analysis, generate a sequential "lesson plan." Remember, the observer has responsibility for teaching. How will you open the conference? While something initiated by the teacher may cause you to modify you beginning, it is wise to plan the words you will use to start the conference productively. Usually it is advisable to begin with a successful teacher behavior. Don't waste time on "small talk." Usually starting off with "What went well and why," will get teachers' attention and make them more comfortable in the conference situation.

Beware of the use of "I" in the conference. ("I liked," "I was impressed by," "I noticed.") "You" has more potential to build the teacher's self concept. ("Your lesson was impressive." "You used excellent judgment when you ---." "You really thought on your feet when you ---." "When you --- it caused students to ---.") Occasionally it helps to tape record your conference to discover whether you have the "I, I, I" habit, and to hear how you "come across."

2. Have your script tape marked in a way that you can easily find the sections you wish to "play back" to the teacher. Don't bore him/her by reading the whole script tape ("and then you---and then you---and then you---.") The teacher knows the sequence of the lesson. Work from only the parts you have selected and develop those into generalizations with the condition under which their future use is or is not appropriate. If the teacher raises a question about a certain part of the lesson, take time to find it in your script tape. Don't try to work from memory. This is the reason you need to script tape the entire observation, not just the parts you see as important. A different part of the lesson may be more important to the teacher.

Support your comments with data from the script tape so the teacher knows the part of the lesson to which you are referring. Always being aware of and responding to the teacher's questions and concerns, make your suggestions become generalizations useful in the future. Then determine how you will check for the teacher's understanding of the use of that generalization in similar situations which the teacher may encounter in the future.

3. Work from a teacher's strength to a problem area if there is one. Plan questions that will elicit the teacher's reasons for what occurred before you make a judgment about it. ("You've done an excellent job of teaching students to raise their hands and wait to be acknowledged. One time you ignored Mary's blurted out response and another time you accepted it as the answer to your question. Was there a difference in the two situations?") When you hear the teacher's reasoning behind actions, you may be impressed by the "custom tailoring" to differing sets of circumstances. If there was no difference, simply inconsistency in the teacher's behavior, it usually will be discovered as (s)he hears the script tape and considers the answer to your question.

Typically we are questioned only when something is wrong. The ability to ask a question without implying that something was amiss is one of the most complex skills for observers to acquire. It helps to precede the question with the indication that the teacher's action was productive, "Your rephrasing of the question was surely effective, what caused you to do it?"

If the teacher's action was not productive, questions are more difficult to phrase so they don't become value judgments or accusations and imply, "Why in the world would you do that?" An observer needs to develop phrases such as, "Take me through your thinking when you---." "What was your thinking when ---?" "Help me know the reason for ---."

4. It is an important responsibility of the observer, before the conference, to develop alternatives to less effective teacher or student behaviors. If the lesson wasn't interesting, what specifically could be done to make it more interesting. General admonitions or platitudes are useless. ("Your lesson should be more related to the students so they are interested in learning," needs to become, "It's sometimes hard to make

parts of speech interesting. Usually it helps to use students interests such as, "He put the tape in the video player, under the video, away from the video.") If the observer can't suggest something specific (and practical in terms of teacher time and energy) to make the lesson related to students, don't expect the teacher to generate solutions. You need to be prepared with, "There are several ways of doing it, such as ---" and suggest several, not just one way or it becomes an order rather than a repertoire of possible alternatives.

5. Practice enabling statements: "Tell me what you were thinking when you ---." "Help me understand what happened when ---." "I'm sure you had a reason but I don't know what it was." "It work beautifully. If it doesn't work in a future time you might try ---." "There is a potential booby trap here that the strength of your teaching got you through. You need to watch out for ---."

Avoid giving suggestions as questions: "Might you have tried, used, done ---?" needs to be "You might have ---." "Could you have ---?" is more honestly expressed as "You could have ---." A genuine query is acceptable. Suggestions in the form of questions are not.

Avoid such words as: "problem," "trouble," and "incorrect." They are red flags. ("You had a problem when ---.") Use "situation," "episode," or better, simply read from your script tape what happened. ("You asked, 'What should we serve at the party?' and the students all started calling out answers. That is probably not what you wanted. Let's develop some ways to avoid it in the future.")

Avoid the use of assumptions: "The students were confused when ---." Use specific accounts from your script tape of what actually happened. "When you asked ---, several students gave incorrect answers."

6. Develop ways to encourage the teacher to analyze and generate increasingly effective behaviors so self analysis becomes more routine after every lesson. Don't be afraid to give information, however, when it is requested or needed. Remember, a sophisticated observer who is only observing and recording can often perceive more than a teacher who is having to generate high speed responses in terms of what students are saying or doing which often necessitate modifications of original plans; to "catch it coming down and run with it."

7. Plan for a summary of the conference with the teacher and/or the observer reiterating the most important points and remaking them when necessary. Avoid a summary that becomes an "inquisition." Determine whether those points will be recorded, how and by whom.

8. Build an enabling bridge into the next observation and conference. ("I learned a great deal from observing your teaching. I'm looking forward to the next observation." "It will be a learning experience for me to see how you develop these ideas." "Let me know how well these ideas work and whether I need to rethink them or develop some new ones.")

Conferences are like lessons in that the better they are planned, the more productive they are apt to be. However, as in all teaching, things seldom proceed exactly as anticipated. Consequently, it is very growth evoking to videotape your conference or have an observer script tape it in order that you too will get feedback so you continue to enhance your conferencing effectiveness.

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# Script-taping: An Essential Supervisory Tool

Madeline Hunter

The fundamental purpose of all supervision is to accelerate growth, in a desirable direction, of those supervised. Essential to this growth is identification and labeling of behaviors which are contributing to productive performance, behaviors which are consuming precious time, energy and materials, but contributing little or nothing to productive performance, and behaviors which, albeit unintentionally, are actually interferring with productive performance. Only through such identification can those behaviors be strenghthened, eliminated or remediated.

The easiest way to identify specific behaviors is by observation of a person's performance. Final scores, whether in sports or tests, indicate whether you have a winner or loser. Only observation will yield the information necessary to change the latter to the former. To be useful in accomplishing this purpose observation must be valid, objective and recorded. Script-taping is probably the easiest and most efficient way to provide a record of teaching performance.

Script-taping is the process of capturing with pen and pad "what happened" in an observed segment of teaching. The anecdotal (not judgemental or categorical) notes of a script-tape enable observer and teacher to "play back" the teaching episode so salient cause-effect relationships can be identified, discussed, reinforced or remediated.

Criteria for efficiently and effectively obtaining records in any situation are:

1. They require minimum equipment in terms of cost, bulk and time for setup.

2. Their focus is flexible rather than static.

3. They provide sequential data from which can be inferred cause-effect relationships.

4. They are not biased.

5. They are easily "played back."

6. They can be edited easily and a specific part located quickly.

Let's look at several taping devices in relation to these criteria.

Videotape

Nothing excells the use of videotape to "see ourselves as others see us." Teachers, principals, supervisors, superintendents should have frequent opportunities to see themselves in action. It is inexcusable that, in this day and age, anyone be denied the growth potential from viewing a completely objective record of his/her professional performance.

Videotapes when examined according the the 6 criteria listed above have assets and liabilities (as do all records).

1. Videotaping requires equipment which is expensive, takes time to set up and take down, usually needs a technician to operate, and can, frequently, "not work."

2. Videocameras cannot easily be "swung around" the classroom. Videocameras "take" only where they are pointed and time is required to change focus without obliterating what is happening or making the subsequent viewer dizzy.

3. Given an educationally sensitive and skilled operator, videotaping can capture "what lead to what" in probably more vivid and obvious form than any other method of recording. But, if the camera is not focused on the

right place, the cause-effect sequence is lost.

4. What is recorded is what really happened. Aside from the bias of where the camera is pointed, the record is completely objective.

5. "Playing back" requires setting up equipment or the provision of a permanent setup to which observers always must come. It also necessitates the subsequent erasure of the tape or investment of money in tapes and storage space.

6. Finding the place needed in a videotape can be an exasperating, see-sawing experience. The alternative is watching the entire tape which takes the same amount of time as it did to see the lesson originally. Occasionally, it is important to review everything that happened in a segment of teaching. More frequently only the salient parts are discussed in an instructional conference. These parts can be difficult to locate quickly on the tape.

In spite of these liabilities, the assets available only in videotape make its occasional use imperative to accelerating teaching effectiveness.

Audiotape

Audiotaping also has an important place in professional growth. "To hear ourselves as others hear us" can be a surprise. The lack of recording body language, however, can give an inacurate impression of what was meant. Words and intonations accompanied by a smile and a twinkle can mean something very different from the same sounds accompanied by a frown or a glare. What is recorded is not always what was "heard" by the students.

Audiotaping also has assets and liabilities.

1. Its cost in terms of equipment and time for set up is not as great as videotape. It requires no operator, just a mike placed so that it catches significant sounds.
2. Flexibility is limited only by the position of the mike and the electrical outlet. Equipment is easily carried and moved.
3. Sound sequence is recorded, visual or movement sequence is not.
4. No bias exists except in the limitations of what the mike can "catch."
5. Playback requires only the tape recorder and an outlet. Little space or money is needed to "save" tapes.
6. Audio-taping presents the same problems as videotaping in locating and listening to salient segments of the lesson.

Script-taping

Script-taping is the least expensive tool of the effective supervisor and it effectively produces needed records because:

1. It requires only a writing instrument and paper, easily portable equipment available in every school.
2. It has extraordinary flexibility. The writer can change focus quickly and monitor two or more areas which are operating simultaneously. Quick sweeps of the observer's eyes can pick up activities and responses from all over the room. Focus can be changed instantly from teacher to students so the most salient aspects of each can be recorded.

3. Script-tapes provide easily accessible temporal relationships of events from which cause-effect relationships can be inferred.

4. Script-tapes correctly done are bias free for they are a record of what actually happened. Done by an inexperienced or unsophisticated observer, script-tapes can be biased if the records show only what the observer thought was important or worth recording.

5. Script-tapes can be played back anywhere because, from the written record, the observer becomes the playback instrument. The fidelity of the reproduction is, as with all recording, dependent on the sensitivity of the recording instrument and the reproduction capacity of the playback instrument. A trained observer can produce an unbelievable performance in both recording and playback. The cost of storage is only a folder and file space.

6. The optical scanning of the human eye and the dexterity of the hand in turning a page are the only time consumers spend in locating the needed part of the teaching episode. Skilled observers mark salient parts when recording them, making their location obvious. All parts of the lesson are almost immediately accessible.

Developing the skill of script-taping

Learning the skill of script-taping is a remarkably easy but extraordinarily painful process which can be accomplished with about two hours of practice. The pain results from the "taper's" conviction that "it can't be done." Groans, anger, wishes for shorthand skills, indignation about "being expected to do this" are all

familiar symptoms of the beginner, generated by the bumbling inadequacy of the beginner's attempts contrasted to incredible accuracy and inclusiveness of an accomplished script-taper. Beginners can't believe that such a dramatically useful skill can be acquired in such a short amount of time. Two practice hours later, beginners, flushed with pleasure, are successfully "playing back" an accurate sequence of what teacher and students said and did in a teaching episode.

The following is a sample of a script-tape and the playback from it:

Open p. 43 I'm ask ver hd - use mark to find ans when fnd sho me with sig who has lots of pets Every had mark on rt ans Who can't see Mr. Sleeper (wrong ans) that rt if asked who sees but can't see. Now just rt.

From this script tape the recorder can play back:

Open your book to page 43. I'm going to ask some very hard questions. Use your marker to find the answer. When you have found the answer show me with the signal (thumb up) Who has lots of pets? Everyone had the marker on the right answer. Who can't see Mr. Sleeper? (A girl gave a wrong answer) That would be right if I asked who sees Mr. Sleeper but I asked who can't see Mr. Sleeper? (Same child responds correctly) Now you're just right!

From this script tape the observer can verify that the teacher had every student answering every question with a marker and that the teacher is monitoring each student's information location skills. Also the teacher is to be commended for dignifying the student's incorrect answer, giving a prompt (I asked who can't see Mr. Sleeper) to help that same student be right, thereby leaving the student with a success experience rather than leaving her with a feeling of being "wrong" by moving to a different student for the correct answer.

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# SCRIPT-TAPING:
# A METHOD FOR RECORDING CLASSROOM OBSERVATIONS

The purpose of a script-tape is to have a temporal record of what occurred in a lesson in order to (1) identify cause-effect relationships in teaching and learning, (2) to support those relationships with specific examples from the observed teaching episode, and (3) have them available for use in an instructional conference. This means the observer needs to record as much of what is said and done during the lesson as possible. The following are guidelines to help observers record an adequate script-tape:

1. Prior to the observation, write the name of the teacher, date, subject, time, etc. on your script-tape paper.
2. You may find it helpful to diagram the classroom before the lesson begins - particularly the teacher's and students' positions. If you don't know students' names you can always label them during or after the lesson. The diagram might help you recall areas where students were working productively/non-productively, couldn't see, were easily distracted, etc.
3. The best position from which to observe is one where you can see the teacher, the students, and the board/screen. Try the front at the side. You do not, however, want to sit where you become a distractor to the students. At times you will sit wherever you find an empty chair.
4. Once the lesson begins, you need to record enough of what is said and done to be able to remember **specific examples** for the instructional conference. You will soon develop your own "shortword" and will become selective as to what you think will be necessary to record in order for you to recall the remainder of the lesson. You have recorded enough information if you always have enough specific examples during conferences. If you find yourself unable to remember specific examples from the lesson during the conference, then you have not recorded enough in your script-tape.
5. At times it may be necessary to just observe how students are working, how particular student is reacting, or just rest your hand. If you to do this, indicate on your "tape" that the lesson continued while you were not script-taping. This might help you remember something which occurred while you were not "taping."
6. You may wish to record the time periodically (try the left-hand margin). This will give you information as to how long different sections of the lesson lasted.
7. Record as accurately as possible what the teacher writes on the chalkboard/transparency/chart/etc. Include position, size, etc. You may wish to focus on chalkboard techniques during the conference and this will provide the specific examples you will need.
8. When describing non-verbal behavior, record what the student(s) did. "Johnny stared out the window" is a record while "Johnny looked bored" is an interpretation.
9. Observers should not become involved in the lesson. If students approach you with questions, explain that the student(s) need to seek help elsewhere as your job is to script-tape what is happening during the lesson. (Students should already know this).

Teachers should already know that the observer will be writing throughout the lesson to record what happens so specific examples can be used during the conference. Teachers who have not been observed previously should already have seen a copy of a script- tape and have observed a conference (live or videotaped) so the teacher knows what to expect during the observation and conference.

Using the script-tape, the observer plans an instructional conference. (There is no way this can be done from memory). Skimming the anecdotal notes, the observer can pick up specific examples from actual performance to give meaning to the discussion "When you said, 'Be ready to give an example of _____,' then waited, all students were alerted to the possibility of being called on but were given time to formulate and refine their answer." This eliminates the need for the observer to talk categorically with such general statements as, "You gave students enough thinking time." Regardless of what type of instructional conference is planned, the data which bring validity to the interchange are easily available.

In the author's opinion, script-taping should become a required proficiency for any educator who has responsibility for improving the performance of another. It is a necessary element in supervisory and administrative pre service training and a constant in effective supervisory performance.

# CRITICAL ATTRIBUTES OF A STAFF DEVELOPMENT PROGRAM TO INCREASE INSTRUCTIONAL EFFECTIVENESS

Madeline Hunter and Doug Russell

Staff development for instructional effectiveness is a focus which frequently has been missing in the quest for improvement of schooling. Previous foci have centered on organization, curriculum, materials and technology: all of which are important in the conduct of schooling. Each of these augments but does not substitute for instructional competence which is the foundation of educational excellence. Common sense and research now are in accord that by far the most important school element which contributes to successful learning is skill in teaching. Teaching (instructional competence) can be defined as a constant stream of decisions made before, during and after interaction with the learner: decisions which, when implemented increase the probability of learning. Staff development which promotes an increasingly sophisticated basis for making those decisions is an essential continuing aspect of effective schooling.

There are many inservice programs which can band aid certain aspects of teaching: "Discipline," "Skills," "Time on Task," "Classroom Management" to name but a few. Anything may be better than nothing, but such a disjointed patch work seldom becomes the professional mantle which encompasses and relates the hundreds of educational decisions made each day.

Based on the assumption that there now exists a science which undergirds the art of teaching, staff development programs need to be constituted so they create a foundation of cause-effect relationships which are not limited to any one content area,

learner or situation but which are useful in all educational decisions and applicable to any educational endeavor.

There are five attributes critical to a program designed to increase teaching effectiveness:

1. Specific research-based content which can be translated into classroom implementation and validated by observation of subsequent teaching performance.
2. Leadership to teach that professional content, monitor progress and keep the program moving "on track."
3. A written plan which details all aspects of the program including a time line with formative evaluation check points.
4. An adequate budget so time and personnel to accomplish the program are available.
5. Knowledge of the problems common to such a program so solutions for those problems become a deliberate part of the plan.

1. CONTENT

Content for staff development, either preservice or inservice, is comprised initially of basic skills required for any teaching: diagnosing learners, analyzing the learning task, sequencing learning, eliciting many student input and output modalities, using learning principles that affect students' motivation, rate and degree of learning, retention and transfer of that learning to new situations.

While this basic content is the foundation of effective and artistic teaching, it is not the total of what is now known of cause-effect relationships between teaching and learning. Consequently, for those who have translated the

"basics" into effective practice, there must be on-going input of more advanced content to promote continuing professional growth. Districts should consider inservice for renewal of previously learned skills plus addition of new skills to be a recurring item in the annual budget.

The content for staff development must be organized as a clearly defined, well-articulated instructional model which emphasizes teacher decision making in the cause-effect relationships of teaching and learning as they are translated into artistic teaching. These same cause effect relationships should be highly visible in the leader's performance throughout inservice activities. Any program of inservice for administrators and teachers should model the concepts it "preaches" rather than being a "do what we say, not what we do" violation.

2. PREPARATION OF A CADRE OF DISTRICT LEADERS

Initially, experts may be brought into a district, but if a productive inservice program is to survive and grow, district educators with potential for leadership must be recruited and trained. Potential leaders should progress through the following phases with proficiency at each phase being validated by someone qualified to do so.

PHASE I **Comprehension of the Inservice Content**

In this phase the participants acquire knowledge and comprehension of the cause-effect relationships of teaching and learning. Participants can label and explain the concepts and generalization, and identify and label examples observed in teaching episodes.

PHASE II **Internalization of the Inservice Content**

Participants demonstrate the use of the cause-effect relationships of teaching and learning while teaching students in a sequence of consecutive lessons rather than a "one shot" performance. Content taught in these lessons should be familiar to the participants because the emphasis is on practicing and internalizing skills of effective teaching rather than working with new content. This phase includes participants being observed and subsequent modification of their teaching performance as a result of feedback from knowledgeable observers.

PHASE III **Comprehension of Observation & Feedback Techniques**

This phase is focused on comprehension of the skills necessary to analyze another's teaching performance as validated by giving the teacher observed some growth evoking feedback which models the same principles of learning that are expected of the teacher. This involves the skills necessary for (a) observing teaching episodes and capturing the sequence of what happened in a script tape (b) from that script tape labeling teaching-learning behaviors, then generating examples of different types of feedback (conference) statements to the teacher who was observed. Since this phase requires acquisition of knowledge and comprehension of the generalization of the observation-conference process, practice is achieved through the use of filmed, taped or live teaching episodes which have been specifically selected for this purpose. Phase III of leadership training also involves participants teaching lessons and becoming the recipients of conference feedback from knowledgeable

observers so there is a continuation of the internalizing process of Phase II as well as experiencing the observation - conference process of Phase III.

PHASE IV **Internalization of Observation and Feedback Techniques**

This phase requires the internalization of the skills necessary to conduct a growth evoking instructional conference. The participants synthesize the skills to:

1. Observe and script tape a teaching episode.
2. Analyze the script tape.
3. Design objective(s) and the strategies for achieving those objective(s) in a subsequent instructional conference.
4. Conduct the conference modifying strategies as a result of sensitivity to the teacher's responses.
5. Evaluate the success of the conference and generate information which can not only be used in subsequent conferences with the same teacher but can be extrapolated to increase the success of conferences with other teachers.

Phase IV involves being observed while conducting conferences and making modifications as a result of feedback from knowledgeable observers. Since this phase is a practicum for developing observation and conference skills, participants practice observing each other teach and conducting instructional conferences. This provides continuing practice in all the previous phases. Eventually this phase should provide opportunities to observe and hold conferences with teachers who are not involved in the leadership training, followed by the opportunity to receive feedback on those conferences from knowledgeable observers.

PHASE V **Comprehension of Presentation Skills for Staff Development**

This phase is focused on the skills necessary to design and implement a staff development program. Potential leaders need to become familiar with the research base of current professional knowledge so they can support the content and respond to questions they may encounter in their future leadership roll. They also need to develop skills in organization and articulation of inservice content (rather than "parroting" it) with special emphasis placed on their generation of original examples. These examples must be valid, unambiguous and related to the inservice participants' personal as well as teaching experience. In addition, potential leaders should practice generating hypothetical questions from inservice participants and creating "satisfying" answers in anticipation of the "on your feet" responses that are sure to be needed to satisfy the "yeah but" reluctant dragons on every staff.

PHASE VI **Internalization of Presentation Skills for Staff Development**

This phase yields leader performance behaviors which model artistic practice of the professional content being presented in district inservice. Those behaviors include the development of group dynamics skills plus small and large group presentation skills which can range from showing films, leading discussions and monitoring learning to being completely responsible for all content input and participant achievement. The difference in skills required and performance complexity between Phase III (Comprehension of Observation and Feed Back Techniques) and Phase VI (Internalization of Presentation Skills for Staff

Development) is as great as the difference between being able to help a student with his math assignment and being able to design, organize, and implement a math program in a classroom of diverse students. It is a quantum leap and many people try to make it from Phase I (knowing) to Phase VI (teaching the content) without building essential skills, corrections and the integrity generated by the intervening phases.

For most educators, progressing from Phase I to Phase VI is a minimum two year growth process of study, articulation, practice and internalization. This growth process requires continuing coaching from knowledgeable observers to correct the inevitable mutations which creep in, as well as to keep adding to and refining the knowledge and skill of the district leaders. Without continuing observation and renewal, information and skills can become mechanical, stagnant or even incorrect.

3. PLAN

It is essential that from the beginning, leaders from administration and from teacher organizations work together so a collaborative rather than adversary relationship be established in planning, implementing and evaluating an inservice program designed to increase instructional effectiveness. An outside consultant can facilitate progression through the initial stages of the plan and provide periodic feedback to extend the competence of district leaders.

WHO - (in order of involvement over a five year period)

1. Leaders who represent administration and teacher organizations collaboratively develop a plan and establish a time line.

2. All central office and local school administrators (and possibly teacher leaders) develop initial acquaintance with the vocabulary and content of the inservice.
3. Volunteers (administrators and teachers), who have the potential for future leadership, develop knowledge and performance skills in the content of effective instruction.
4. Future trainers, selected from the volunteers, develop knowledge and performance skills necessary for district staff development leaders.
5. Volunteer administrators and teachers, who are seen by others as professionally competent, progress through phases appropriate to their responsibilities. (It is essential that the program does not initially become associated with teachers or administrators needing remediation.)
6. Any administrators or teachers who volunteer, take inservice to increase professional effectiveness.
7. All administrators take inservice to increase supervisory effectiveness.
8. All teachers take inservice to increase teaching effectiveness as resources (leader, time, money) become available.

WHAT - (in order of presentation)

There is a logical sequence but content can be learned in any order depending on the needs of the district and the judgment of the trainers. Following are the most common categories but they are not inclusive of all the content now known to be useful in effective and artistic teaching.

1. Principles of Motivation, Reinforcement, Practice
2. Elements of Planning for Effective Instruction
3. Extending Students' Thinking, Task Analysis, Diagnosis and Prescription

4. Transfer, Self Concept, Hemisphericity, Retention
5. Lesson Analysis and the Instructional Conference

WHEN

Ideally, inservice is conducted during the work day. If it is done after school or on non-work days, there should be some acknowledgement of the extra time and effort involved. If it is just "charity," a donation of time on the part of the participant, there can be little accountability demanded.

A frequently neglected but essential aspect of the time demands of "when" is the necessity for systematic follow up observations of the teachers', administrators' and district leaders' implementation of the inservice content. These observations should be followed by prescriptive feedback which is either reinforcing or remediating. Unless there is translation of learning into daily performance, much of the initial inservice investment is lost. The time required for observation and feedback (coaching) is one of the most costly inservice factors but is essential to a successful program.

WHERE

Training facilities should accommodate large group input sessions and small group discussion seminars plus opportunities to observe and teach in a typical setting. Often a "center school" can be developed which will accommodate all these requirements.

help a student with his math assignment and being able to design, organize, and implement a math program in a classroom of diverse students. It is a quantum leap and many people try to make it from Phase I (knowing) to Phase VI (teaching the content) without building essential skills, corrections and the integrity generated by the intervening phases.

For most educators, progressing from Phase I to Phase VI is a minimum two year growth process of study, articulation, practice and internalization. This growth process requires continuing coaching from knowledgeable observers to correct the inevitable mutations which creep in, as well as to keep adding to and refining the knowledge and skill of the district leaders. Without continuing observation and renewal, information and skills can become mechanical, stagnant or even incorrect.

3. PLAN

It is essential that from the beginning, leaders from administration and from teacher organizations work together so a collaborative rather than adversary relationship be established in planning, implementing and evaluating an inservice program designed to increase instructional effectiveness. An outside consultant can facilitate progression through the initial stages of the plan and provide periodic feedback to extend the competence of district leaders.

WHO - (in order of involvement over a five year period)

1. Leaders who represent administration and teacher organizations collaboratively develop a plan and establish a time line.

2. All central office and local school administrators (and possibly teacher leaders) develop initial acquaintance with the vocabulary and content of the inservice.
3. Volunteers (administrators and teachers), who have the potential for future leadership, develop knowledge and performance skills in the content of effective instruction.
4. Future trainers, selected from the volunteers, develop knowledge and performance skills necessary for district staff development leaders.
5. Volunteer administrators and teachers, who are seen by others as professionally competent, progress through phases appropriate to their responsibilities. (It is essential that the program does not initially become associated with teachers or administrators needing remediation.)
6. Any administrators or teachers who volunteer, take inservice to increase professional effectiveness.
7. All administrators take inservice to increase supervisory effectiveness.
8. All teachers take inservice to increase teaching effectiveness as resources (leader, time, money) become available.

WHAT - (in order of presentation)

There is a logical sequence but content can be learned in any order depending on the needs of the district and the judgment of the trainers. Following are the most common categories but they are not inclusive of all the content now known to be useful in effective and artistic teaching.

1. Principles of Motivation, Reinforcement, Practice
2. Elements of Planning for Effective Instruction
3. Extending Students' Thinking, Task Analysis, Diagnosis and Prescription
4. Transfer, Self Concept, Hemisphericity, Retention

5. Lesson Analysis and the Instructional Conference

WHEN

Ideally, inservice is conducted during the work day. If it is done after school or on non-work days, there should be some acknowledgement of the extra time and effort involved. If it is just "charity," a donation of time on the part of the participant, there can be little accountability demanded.

A frequently neglected but essential aspect of the time demands of "when" is the necessity for systematic follow up observations of the teachers', administrators' and district leaders' implementation of the inservice content. These observations should be followed by prescriptive feedback which is either reinforcing or remediating. Unless there is translation of learning into daily performance, much of the initial inservice investment is lost. The time required for observation and feedback (coaching) is one of the most costly inservice factors but is essential to a successful program.

WHERE

Training facilities should accommodate large group input sessions and small group discussion seminars plus opportunities to observe and teach in a typical setting. Often a "center school" can be developed which will accommodate all these requirements.

4. BUDGET

Budgets may be lavish or frugal, but reasonable expectations should be based on expenditures rather than wishful thinking. A "one shot" can stimulate and inspire but will not produce practitioners who can translate what they know into what they do. Internalization is a long process which results from inservice interaction between professionals and practice with feedback. If budgetary support in terms of time and personnel is not provided for this process, there is high probability increased instructional effectiveness may not occur.

5. COMMON PROBLEMS

Anticipating and developing solutions to the following common problems can do a great deal to alleviate frustration.

1. Too much is expected too soon. The content is deceptively simple in presentation, incredibly complex in application. Often the content is not spelled out clearly enough or understood well enough so those who are responsible for the decision to initiate a staff development program can be realistic about anticipated outcomes.
2. Trainers attempt to go from "knowing" the content to teaching other professionals without the practice necessary for internalization in their own performance. This results in the "never use a preposition to end a sentence with" syndrome and the program loses credibility. It is highly probable that trainers will make some of the same instructional errors that they are trying to remediate in teachers unless performance skills are developed then validated by knowledgeable observers. Credibility and integrity of the program will more likely be maintained if leaders occasionally teach students in their own schools and build in the correction and humility which results from performance in the real world.

3. Because it is costly in time, follow up of participants' performance (teachers, administrators and district leaders) with reinforcement and/or remediation is often minimized, yet this is a critical element for success as well as the ultimate measure of success.

4. Trainers are discouraged by the "yeah but" reluctant dragons that exist on every staff. Reluctance stems from several sources. (a) Much past inservice was useless because it was not based on sound theory so it became a "this too will pass" fad. (b) Inservice can present a seemingly impossible time load. (c) Inservice participants are fearful that they may not be able to learn new skills and so protect themselves by denial and resistance.

5. Conscientious administrators often want to start with the "terminal cancer cases" in teaching rather than first developing their own professional skills by working with eager, motivated teachers so competence to handle more difficult problems is eventually acquired.

6. Effort is diffused by too many projects. While it is impossible to become single purposed in schooling, if teaching effectiveness is to be systematically developed and enhanced, major time and budget must be allotted to that objective.

7. Once people are "trained" the temptation is to assume they're "finished" and get on to the next group. Research tells us that distributed practice usually is necessary to maintain any performance behavior so systematic renewal and extension of skills must be scheduled and funded.

8. Districts often proceed without a long range plan so attention, effort and budget can be consumed by ad hoc interests and emergencies. As a result, essential professional time and energy is diverted or diluted.

9. Leaders do not receive periodic renewal, remediation or extension of their skills. These people are the fountainhead of a successful program and their competence continuously needs to be enhanced.

SUMMARY

Research is mounting which attests to the importance of the principal as an instructional leader, and to the necessity for increasing instructional effectiveness in the classroom. Waves of "quick fix" panaceas have come and gone as schools changed curriculum, materials, organization, technology and staffing. Because the basis of professional competence had not been articulated, teacher certification was assumed to denote instructional effectiveness even though evidence to the contrary was present in every school.

We now know there is a science undergirding the art of teaching. That science can predictably be acquired. Resulting increases in teaching effectiveness can be observed and validated in subsequent instructional performance. Effectiveness cannot, however, be mandated, admonished or acquired in "one shot" inservice but requires enough time and coaching for internalization and "polishing" before artistic performance becomes possible.

A district which plans, implements and supports continuous inservice for instructional effectiveness will reap rich rewards in student learning, parent support and professional satisfaction.

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# The Coaching of Teaching

BRUCE JOYCE, AND BEVERLY SHOWERS

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Cordet Chen West

The eight members of the English department of Lazarus High School in Sacramento, California, are considering new teaching strategies for use in some of their courses. The model of teaching they are now studying is Synectics (Gordon, 1961), designed to stimulate metaphoric thinking. Several members of the department think Synectics will be useful both to encourage creative writing and in the study of fiction and poetry.

The English teachers began their exploration by reading William Gordon's book, *Synectics*. Later, an expert on the strategy came to the school, demonstrated it several times, and held discussions with the teachers. They also saw a videotape of Gordon explaining the theory behind Synectics and visited a school in Stockton where teachers have used Synectics for the last two or three years. Then, based on Synectics, they planned minilessons in creative writing, poetry analysis, and the use of metaphor in Ionesco's plays. Each teacher practiced the teaching strategy several times with the other teachers; and, finally, in teams of two, they began to try it out with the most able students in their elective creative writing classes. One team member taught while the other observed and offered constructive criticism; then they switched places. Sometimes they taught together. Each practiced several times with the "coaching partner" present to reflect on progress and to offer suggestions about how to improve the next trial.

Then, still working in teams, they began to use Synectics in a few of their courses when it appeared the strategy would be most productive and likely to succeed. Not surprisingly, they found the hardest part of using a new model of teaching was not learning what to do as a teacher but teaching the students to relate to the model. For example, part



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of the Synectics strategy involves asking students to generate "personal analogies" by "being a tennis ball, dinosaur, lawnmower, or toothbrush." Some students were puzzled by the instruction to "be a toothbrush and describe how you feel and what you think about your users." It took time for them to "tune into" the procedures and feel comfortable with them. The Synectics model also asks students to share their writing publicly, an uncomfortable procedure for some of them.

As time passed the Lazarus team found it useful to reread parts of Gordon's book and revisit the teachers who were more experienced users of Synectics. They were fortunate to obtain the consultative services of a Synectics expert for a day. She reviewed the theory and gave them tips for practicing and coaching one another.

The Lazarus team is studying alternative models of teaching (Joyce and Weil, 1980) and is using training procedures that virtually guarantee the successful implementation of almost any approach. The elements they use include:

- Study of the theoretical basis or rationale of the teaching method
- Observation of demonstrations by persons who are relatively expert in the model
- Practice and feedback in protected conditions (such as trying out the strategy on each other and then on children who are relatively easy to teach)
- And, finally, coaching one another as they work the new model into their repertoire, providing companionship, helping each other learn to teach the appropriate responses to their students, figuring out the optimal uses of the model in their courses, and providing one another with ideas and feedback.

Previously, we reported research about the effects of each of these components on the development of teachers' skill in the use of new approaches to teaching and on transfer of an approach into the active teaching repertoire (Joyce and Showers, 1980, 1981). The study of theory, the observation of demonstrations, and practice with feedback—provided they are of high quality—are sufficient to enable most teachers to use a model fluidly and appropriately. Unfortunately, the development of skill by itself does not ensure transfer; relatively few teachers, having obtained skill in a new approach, will then transfer that skill into their active repertoire and use the new approach regularly and sensibly unless they receive additional information.[1]

> Like athletes, teachers will put newly learned skills to use—if they are coached.

However, when the coaching component is added and implemented effectively, most (probably nearly all) teachers will begin to transfer the new model into their active repertoire.

While the major portion of this article is devoted to the coaching process, we want to emphasize that the other components are extremely important if skill is to be obtained. Unless people develop skill in a new approach, they have no chance whatsoever of adding it to their repertoire. Coaching without the study of theory, the observation of demonstrations, and opportunities for practice with feedback will, in fact, accomplish very little.

We do not wish to imply that these components must occur in a strict sequence or need to be separated from one another. Teachers might begin to master a new approach by observing it, examining its theoretical rationale, observing more demonstrations, and practicing with frequent excursions back to theory and further examination. During transfer, teachers may receive coaching while continuing to attend training sessions.

## Attacking the Transfer Problem

The problem of transfer is really a definition of a new stage of learning, which becomes a problem only if it is not recognized. Essentially, once a teaching skill has been obtained, it needs to be transformed when it is transferred into the active repertoire. The conditions of the classroom are different from training situations; one cannot simply walk from the training session into the classroom with the skill completely ready for use—it has to be changed to fit classroom conditions.

The appropriate use of the skill in context also requires that an understanding of the students, subject matter, objectives to be achieved, and dimensions of classroom management all be under "executive" control—that is, clearly understood so the skill can be used appropriately and forcefully. Successful transfer requires a period of practice of the skill in context until it is tuned to the same level of fluidity as elements of the previously existing repertoire.

To confound things somewhat further, teaching behaviors that have worked well in an existing repertoire may actually impede the use of new models of teaching. We can see this when a teacher who is accustomed to running brisk and pointed "drill and practice" sessions begins to work inductively with students. The swift pace of the drill and practice, the directive feedback to the students, and the ability to control the content and movement of the lesson are at first somewhat dysfunctional as the teacher moves to a more relaxed stance, relies more on initiative from the students, probes their understanding, and helps them learn to give one another feedback. The new teaching strategy seems awkward. Its pace seems slow. The teaching behaviors that served so well before now appear to retard progress. After a while, practice in context smooths off rough edges and the new strategy gradually feels as com-



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fortable and "in control" as the old one did.

In order for teachers to effectively attack the transfer problem (or, really, prevent it from *being* a problem) three techniques are available in addition to coaching:

- Forecasting the transfer process throughout the training cycle
- Reaching the highest possible level of skill development during training
- Developing "executive control," that is, a "meta understanding" about how the model works, how it can be fitted into the instructional repertoire, and how it can be adapted to students.

Forecasting the process of transfer is extremely important. Teachers need to understand that they cannot simply walk away from a training session and have no difficulty thereafter. Quite often teachers who attend relatively weak training sessions and then try to apply what they have learned report that it doesn't work. *Of course it doesn't work.* With weak training, the product could never work. Even with the strongest training, there is a period of discomfort when using any new skill. Even experienced and capable teachers should be aware *throughout* the training process that they will need to gear themselves up for a second stage of learning that will come after the skill has been developed.

Skill development, of course, is essential. When we think of a model of teaching of average difficulty, we assume that the study of theory will occupy as much as 20 to 30 hours (complex models require much more than that). At least 15 to 20 demonstrations of the model should be observed, using learners with various characteristics and several content areas. Demonstrations are also needed when teachers try the model for the first time, when they introduce students to the model, and when they are learning how to teach it to them. The attainment of competence requires numerous practice sessions. Each teacher needs to try the model with peers and small groups of students from 10 to 15 times before a high level of skill becomes evident. If the transfer process has been forecast, it makes good sense to teachers to want to build the highest level of skill before using the model in the more complex context of the classroom.

The development of executive control has not been a common concept in teacher training. Essentially it involves understanding an approach to teaching, why it works, what it is good for, what its major elements are, how to adapt it to varying content and students—the development of the set of principles that enables one to think about the approach and to modulate and transform it in the course of its use. Executive principles should be included in training content.

The forecasting or transfer, the highest level of skill, and the development of executive control increase the odds that a successful transfer can take place. Together, they set the stage for coaching.

## The Process of Coaching

Ideally "coaching teams" are developed during the training process. If we had our way, *all* school faculties would be divided into coaching teams who regularly observe one another's teaching and provide helpful information, feedback, and so forth. In short, we recommend the development of a "coaching environment" in which all personnel see themselves as one another's coaches. But, in the present context, the primary function of coaching is to assist the acquisition of new elements of repertoire.

The process of teaching involves five major functions:

- Provision of companionship
- Giving of technical feedback
- Analysis of application: extending executive control
- Adaptation to the students
- Personal facilitation.

*Provision of Companionship.* Coaching's first function is to provide interchange with another human being over a difficult process. The coaching relationship results in the possibility of mutual reflection, the checking of perceptions, the sharing of frustrations and success, and the informal thinking-through of mutual problems. Two people, watching each other try a new model of teaching for the first time, will find much to talk about. Companionship provides reassurance that problems are normal. Both persons find that their habitual and automatic teaching patterns create awkwardness when they practice the new procedures. Concentrating on unfamiliar moves and ideas, they forget essential little odds and ends. Companionship not only makes the training process technically easier, but it makes the quality of the experience better. It is more pleasurable to share a new practice than to do it in isolation. The lonely business of teaching has sorely lacked the companionship we envision for our coaching teams. Companionship also helps overcome the tendency to avoid practice during the "awkward" period. Practice *must* begin right after training.

*Provision of Technical Feedback.* In the course of training, our team members learn to provide feedback to one another as they practice their new model of teaching. They point out omissions, examine how materials are ar-



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ranged, check to see whether all the parts of the strategy have been brought together, and so on. "Technical" feedback helps ensure that growth continues through practice in the classroom. The pressures of the context tend to diffuse the teaching experience and draw attention away from the new teaching strategy. The provision of technical feedback helps keep the mind of the teacher on the business of perfecting skills, polishing them, and working through problem areas.

Nearly any teacher who has been through a training process can learn to provide technical feedback to another teacher.[3]

The act of providing feedback is also beneficial to the person doing it. The coaching partner has the privilege of seeing a number of trials of the new model by another skilled teacher. It is often easier to see the problems of confusion and omission when watching someone else teach than when attempting to recapture one's own process. Also, ideas about how to use the model are collected through observation. When a group of four or six teachers observe each other regularly while they are trying out a model, they not only give technical feedback to each other, but receive it vicariously while they observe it being given. Together, they produce a number of fine practices that constitute further demonstrations from which they can obtain ideas for the use of the model.

*Analysis of Application: Extending Executive Control.* Two of the most important learnings from the transfer period are figuring out when to use a new model appropriately and what will be achieved as a consequence. Deciding when to use a teaching strategy is not as easy as it sounds; nearly everyone needs assistance in learning to pick the right spots for exercising it. Also, unfamiliar teaching processes appear to have less certain outcomes than do familiar ones. Most of us need assistance in finding out how much we have, in fact, accomplished and how we might accomplish more. During training, coaching teams need to spend a considerable amount of time examining curriculum materials and plans and practicing the application of the model. Then, as the process of transfer begins and practice in the classroom intensifies, closer and closer attention must be given to appropriate use (Showers, in press).

*Adaptation to the Students.* Successful teaching requires successful student response. Teachers know how to engage students in the instructional processes that are most common; a model that is new to a group of students will cause them trouble. *They* will need to learn new skills and to become acquainted with what is expected of them, how to fulfill the demands of the new method, and how to gauge their own progress. In addition, the model of teaching needs to be adapted to fit the students. More training must be provided for some, more structure for others, and so on. In the early stages, adaptation to the students is a relatively difficult process requiring much direct assistance and companionship.

One of the major functions of the coach is to help "players" to "read" the responses of the students to make decisions about skill training and how to adapt the model. This is especially important in the early stages of practice when teachers are concerned with their own behavior and it is difficult to worry about the students as well.

*Facilitation.* The successful use of a new teaching method *requires practice.* Early trials won't even be close to the normal standard of adequacy. Thus, a major job of the coaching team is to help its members feel good about themselves during these early trials. Teachers' lack of interpersonal support and close contact with others in the context of teaching is a tragedy. Coaching reduces this isolation and increases support.

Who should coach? We're really not sure about that. On a practical basis most coaching should be performed by teams of teachers working together to study new approaches to teaching and to polish their existing teaching skills. There is no reason why administrators, curriculum supervisors, or college professors cannot also be effective coaches. But from a purely logistical point of view, teachers are closer to one another and in an excellent position to carry out most of the coaching functions.

## Parallels With Athletic Training

We are beginning to discover parallels between the problem of transfer in teaching and the problem of transfer in athletic skills.

> There are going to be so many things in your head that your muscles just aren't going to respond like they should for awhile. . . . You've got to understand that the best way to get through this is to relax, not worry about your mistakes, and come to each practice and each meeting anxious to learn. *We'll generally make you worse before we make you better.*
>
> —Coach Rich Brooks of the University of Oregon to his incoming freshman football players (August 14, 1981, *The Eugene Register-Guard*)

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Intrigued by the obvious parallel between Coach Brooks' players and our teachers, we asked him to talk about training and the problems of transfer. The resulting interview revealed striking similarities in the training problems faced by teachers, football players, and their coaches.

Q: Coach Brooks, I'm interested in how you approach skill development in football training and if you consider the transfer of those skills to game conditions to be a separate training problem.

A: Although our players come to us with skills, we reteach and refine those skills as though we were starting from scratch. We teach them our way of doing it, because all those skills have to fit together into one team, they're all interdependent.

Q: Could you tell me your approach to skill development?

A: We use a part/whole/part method. All skills are broken down into discrete steps. We work on each segment, then combine them into whole skills, then into plays, etc., then go back and work on the specifics of skills that are giving problems.

Q: Could you give me an example of a specific skill and how you would approach the training for that skill?

A: The fundamentals of blocking and tackling—bending the knees and striking a blow. All positions need this skill. The trick is to get the player to visualize, to have a mental picture of how it looks and how it feels. Otherwise, feedback isn't effective. We can tell them where it's wrong, but they can't correct it till they know.

Q: How do you get them to "know" what the skill is?

A: We tell them, show them, demonstrate with people and with film, show them films of themselves, have them practice with the mechanical dummy. We have them practice each move separately, then put the moves together, first one, then two, then three—how their knees should be bent, where their arms should come up, where they strike, what all the muscles should be doing. We diagnose problems with the dummy and keep explaining how it should work, over and over again, in sequence.

Q: In teacher training, we believe that theoretical understanding is important for later performance. How important is it in football skills?

A: It's essential—they must understand how their bodies work, why certain muscle groups in certain combinations achieve certain effects. We never stop explaining.

Q: After they have mastered blocking to your satisfaction with the dummy, then what?

A: Moving from the machine to a live test is difficult; moving from practice to a game is also very difficult. Some people have all the physical ability in the world, all the moves, but can't play because they can't grasp the entire concept, can't fit in with the whole picture.

Q: We have problems with transfer of training too. Do you coach them differently after they've mastered the "basic skills" of football? What will you be doing differently next month after the season has started? How do you work on transfer?

A: Fear of failure is a factor. My job is to create confidence and success situations. Skills have to be overlearned so that they're past conscious thinking. I can't have someone thinking of how to throw a block in a game. They have to be thinking of who and when and what the guy on their left or behind them is doing.

Q: So specifically, how do you coach for transfer of skills to a game situation?

A: First, we re-emphasize skill training for everyone. The second, third, fourth year guys as well—we're always working for improved execution. Then we work hardest on integration, which is just a new kind of teaching. Coaching is really just teaching. We work on confidence by putting them in situations where they can see the improvement. If a guy was lifting 300 pounds two weeks ago and is lifting 350 now, no one has to tell him he's getting stronger.

Q: How does the training break down for your players right now, before school starts?

A: We spend three hours in the classroom and two hours on the field. On their own they spend a couple of hours in the weight room and working out and another couple of hours with the trainers, working out their bumps and bruises.

Q: And after school starts?

A: We'll spend 45 minutes a day in class, two hours on the practice field plus whatever they can manage on their own, after studies.

Q: How does that differ from pro football players' training regimen?

A: They meet two or three hours daily in position meetings, offensive and defensive meetings, watching films of themselves and their opponents, then practice two to four hours a day, depending on their coaches, then their personal work and time with the trainers. They have more time to get into the complexities of the game.

Changing what we do, even slightly, can unbalance the rest of our "game." Whether switching from quarterback to tight end, adjusting the grip on a golf club, or initiating an inquiry procedure for science teaching, the new skill does not fit smoothly with existing practice. The fact that the new skill may have been perfected in parts and practiced thoroughly in simulated conditions does not prevent the transfer problem. Other behaviors must adjust to the presence of a different approach, and the discomfort of this new awkwardness is often enough to ensure a return to the former smooth, if less efficient, performance.

Perhaps the most striking difference in training athletes and teachers is their initial assumptions. *Athletes do not believe mastery will be achieved quickly or easily.* They understand that enormous effort results in small increments of change. We, on the other hand, have often behaved as though teaching skills were so easily acquired that a simple presentation, one-day workshop, or single videotaped demonstration were sufficient to ensure successful classroom performance. To the extent that we have communicated this message to teachers, we have probably misled them. Learn-



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ing to use an inductive strategy for the learning of concepts is probably at least as difficult as learning to throw a block properly.

Coach Brooks' description parallels the argument we have tried to make. The task of learning new skills and integrating them, not only as an individual performer but as an entire team; the knowledge that *we'll generally make you worse before we make you better*; and the importance of continuing to try when results are discouraging eloquently describe the transfer process. The necessity of overlearning skills to the point of automaticity if they are to be useful in a more complex setting is reflected in his training regimen. "Executive control" is sought in the emphasis on theory and the classroom work on "plays," "game plans," and analysis of films.

The elements of coaching in teaching—the provision of companionship and technical feedback, analysis of application and students (or opposing teams), and personal facilitation—are clear in the interview with Coach Brooks. Football players, however, have a built-in advantage when implementing this process; their training is *organized* as a group activity with continuous feedback from coaches. We came away from this interview feeling more strongly than ever that teachers must also organize *themselves* into groups for the express purpose of training themselves and each other and to facilitate the transition from skill development to transfer. EL

[1]Transfer of new items of repertoire is more difficult than the transfer of skills that polish or "fine tune" models of teaching in existing repertoire.

[2]Technical feedback should not be confused with *general evaluation*. Feedback implies no judgment about the overall quality of teaching but is confined to information about the execution of model-relevant skills.

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The forecasting or transfer, the highest level of skill, and the development of executive control increase the odds that a successful transfer can take place. Together, they set the stage for coaching.

## The Process of Coaching

Ideally "coaching teams" are developed during the training process. If we had our way, *all* school faculties would be divided into coaching teams who regularly observe one another's teaching and provide helpful information, feedback, and so forth. In short, we recommend the development of a "coaching environment" in which all personnel see themselves as one another's coaches. But, in the present context, the primary function of coaching is to assist the acquisition of new elements of repertoire.

The process of teaching involves five major functions:

- Provision of companionship
- Giving of technical feedback
- Analysis of application: extending executive control
- Adaptation to the students
- Personal facilitation.

*Provision of Companionship.* Coaching's first function is to provide interchange with another human being over a difficult process. The coaching relationship results in the possibility of mutual reflection, the checking of perceptions, the sharing of frustrations and success, and the informal thinking-through of mutual problems. Two people, watching each other try a new model of teaching for the first time, will find much to talk about. Companionship provides reassurance that problems are normal. Both persons find that their habitual and automatic teaching patterns create awkwardness when they practice the new procedures. Concentrating on unfamiliar moves and ideas, they forget essential little odds and ends. Companionship not only makes the training process technically easier, but it makes the quality of the experience better. It is more pleasurable to share a new practice than to do it in isolation. The lonely business of teaching has sorely lacked the companionship we envision for our coaching teams. Companionship also helps overcome the tendency to avoid practice during the "awkward" period. Practice *must* begin right after training.

*Provision of Technical Feedback.* In the course of training, our team members learn to provide feedback to one another as they practice their new model of teaching. They point out omissions, examine how materials are ar-



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ranged, check to see whether all the parts of the strategy have been brought together, and so on. "Technical" feedback helps ensure that growth continues through practice in the classroom. The pressures of the context tend to diffuse the teaching experience and draw attention away from the new teaching strategy. The provision of technical feedback helps keep the mind of the teacher on the business of perfecting skills, polishing them, and working through problem areas.

Nearly any teacher who has been through a training process can learn to provide technical feedback to another teacher.[2]

The act of providing feedback is also beneficial to the person doing it. The coaching partner has the privilege of seeing a number of trials of the new model by another skilled teacher. It is often easier to see the problems of confusion and omission when watching someone else teach than when attempting to recapture one's own process. Also, ideas about how to use the model are collected through observation. When a group of four or six teachers observe each other regularly while they are trying out a model, they not only give technical feedback to each other, but receive it vicariously while they observe it being given. Together, they produce a number of fine practices that constitute further demonstrations from which they can obtain ideas for the use of the model.

*Analysis of Application: Extending Executive Control.* Two of the most important learnings from the transfer period are figuring out when to use a new model appropriately and what will be achieved as a consequence. Deciding when to use a teaching strategy is not as easy as it sounds; nearly everyone needs assistance in learning to pick the right spots for exercising it. Also, unfamiliar teaching processes appear to have less certain outcomes than do familiar ones. Most of us need assistance in finding out how much we have, in fact, accomplished and how we might accomplish more. During training, coaching teams need to spend a considerable amount of time examining curriculum materials and plans and practicing the application of the model. Then, as the process of transfer begins and practice in the classroom intensifies, closer and closer attention must be given to appropriate use (Showers, in press).

*Adaptation to the Students.* Successful teaching requires successful student response. Teachers know how to engage students in the instructional processes that are most common; a model that is new to a group of students will cause them trouble. *They* will need to learn new skills and to become acquainted with what is expected of them, how to fulfill the demands of the new method, and how to gauge their own progress. In addition, the model of teaching needs to be adapted to fit the students. More training must be provided for some, more structure for others, and so on. In the early stages, adaptation to the students is a relatively difficult process requiring much direct assistance and companionship.

One of the major functions of the coach is to help "players" to "read" the responses of the students to make decisions about skill training and how to adapt the model. This is especially important in the early stages of practice when teachers are concerned with their own behavior and it is difficult to worry about the students as well.

*Facilitation.* The successful use of a new teaching method *requires practice.* Early trials won't even be close to the normal standard of adequacy. Thus, a major job of the coaching team is to help its members feel good about themselves during these early trials. Teachers' lack of interpersonal support and close contact with others in the context of teaching is a tragedy. Coaching reduces this isolation and increases support.

Who should coach? We're really not sure about that. On a practical basis most coaching should be performed by teams of teachers working together to study new approaches to teaching and to polish their existing teaching skills. There is no reason why administrators, curriculum supervisors, or college professors cannot also be effective coaches. But from a purely logistical point of view, teachers are closer to one another and in an excellent position to carry out most of the coaching functions.

## Parallels With Athletic Training

We are beginning to discover parallels between the problem of transfer in teaching and the problem of transfer in athletic skills.

> There are going to be so many things in your head that your muscles just aren't going to respond like they should for awhile. . . . You've got to understand that the best way to get through this is to relax, not worry about your mistakes, and come to each practice and each meeting anxious to learn. *We'll generally make you worse before we make you better.*
>
> —Coach Rich Brooks of the University of Oregon to his incoming freshman football players (August 14, 1981, *The Eugene Register-Guard*)

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Intrigued by the obvious parallel between Coach Brooks' players and our teachers, we asked him to talk about training and the problems of transfer. The resulting interview revealed striking similarities in the training problems faced by teachers, football players, and their coaches.

Q: Coach Brooks, I'm interested in how you approach skill development in football training and if you consider the transfer of those skills to game conditions to be a separate training problem.

A: Although our players come to us with skills, we reteach and refine those skills as though we were starting from scratch. We teach them our way of doing it, because all those skills have to fit together into one team, they're all interdependent.

Q: Could you tell me your approach to skill development?

A: We use a part/whole/part method. All skills are broken down into discrete steps. We work on each segment, then combine them into whole skills, then into plays, etc., then go back and work on the specifics of skills that are giving problems.

Q: Could you give me an example of a specific skill and how you would approach the training for that skill?

A: The fundamentals of blocking and tackling—bending the knees and striking a blow. All positions need this skill. The trick is to get the player to visualize, to have a mental picture of how it looks and how it feels. Otherwise, feedback isn't effective. We can tell them where it's wrong, but they can't correct it till they know.

Q: How do you get them to "know" what the skill is?

A: We tell them, show them, demonstrate with people and with film, show them films of themselves, have them practice with the mechanical dummy. We have them practice each move separately, then put the moves together, first one, then two, then three—how their knees should be bent, where their arms should come up, where they strike, what all the muscles should be doing. We diagnose problems with the dummy and keep explaining how it should work, over and over again, in sequence.

Q: In teacher training, we believe that theoretical understanding is important for later performance. How important is it in football skills?

A: It's essential—they must understand how their bodies work, why certain muscle groups in certain combinations achieve certain effects. We never stop explaining.

Q: After they have mastered blocking to your satisfaction with the dummy, then what?

A: Moving from the machine to a live test is difficult; moving from practice to a game is also very difficult. Some people have all the physical ability in the world, all the moves, but can't play because they can't grasp the entire concept, can't fit in with the whole picture.

Q: We have problems with transfer of training too. Do you coach them differently after they've mastered the "basic skills" of football? What will you be doing differently next month after the season has started? How do you work on transfer?

A: Fear of failure is a factor. My job is to create confidence and success situations. Skills have to be overlearned so that they're past conscious thinking. I can't have someone thinking of how to throw a block in a game. They have to be thinking of who and when and what the guy on their left or behind them is doing.

Q: So specifically, how do you coach for transfer of skills to a game situation?

A: First, we re-emphasize skill training for everyone. The second, third, fourth year guys as well—we're always working for improved execution. Then we work hardest on integration, which is just a new kind of teaching. Coaching is really just teaching. We work on confidence by putting them in situations where they can see the improvement. If a guy was lifting 300 pounds two weeks ago and is lifting 350 now, no one has to tell him he's getting stronger.

Q: How does the training break down for your players right now, before school starts?

A: We spend three hours in the classroom and two hours on the field. On their own they spend a couple of hours in the weight room and working out and another couple of hours with the trainers, working out their bumps and bruises.

Q: And after school starts?

A: We'll spend 45 minutes a day in class, two hours on the practice field plus whatever they can manage on their own, after studies.

Q: How does that differ from pro football players' training regimen?

A: They meet two or three hours daily in position meetings, offensive and defensive meetings, watching films of themselves and their opponents, then practice two to four hours a day, depending on their coaches, then their personal work and time with the trainers. They have more time to get into the complexities of the game.

Changing what we do, even slightly, can unbalance the rest of our "game." Whether switching from quarterback to tight end, adjusting the grip on a golf club, or initiating an inquiry procedure for science teaching, the new skill does not fit smoothly with existing practice. The fact that the new skill may have been perfected in parts and practiced thoroughly in simulated conditions does not prevent the transfer problem. Other behaviors must adjust to the presence of a different approach, and the discomfort of this new awkwardness is often enough to ensure a return to the former smooth, if less efficient, performance.

Perhaps the most striking difference in training athletes and teachers is their initial assumptions. *Athletes do not believe mastery will be achieved quickly or easily.* They understand that enormous effort results in small increments of change. We, on the other hand, have often behaved as though teaching skills were so easily acquired that a simple presentation, one-day workshop, or single videotaped demonstration were sufficient to ensure successful classroom performance. To the extent that we have communicated this message to teachers, we have probably misled them. Learn-



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ing to use an inductive strategy for the learning of concepts is probably at least as difficult as learning to throw a block properly.

Coach Brooks' description parallels the argument we have tried to make. The task of learning new skills and integrating them, not only as an individual performer but as an entire team; the knowledge that *we'll generally make you worse before we make you better*; and the importance of continuing to try when results are discouraging eloquently describe the transfer process. The necessity of overlearning skills to the point of automaticity if they are to be useful in a more complex setting is reflected in his training regimen. "Executive control" is sought in the emphasis on theory and the classroom work on "plays," "game plans," and analysis of films.

The elements of coaching in teaching—the provision of companionship and technical feedback, analysis of application and students (or opposing teams), and personal facilitation—are clear in the interview with Coach Brooks. Football players, however, have a built-in advantage when implementing this process; their training is *organized* as a group activity with continuous feedback from coaches. We came away from this interview feeling more strongly than ever that teachers must also organize *themselves* into groups for the express purpose of training themselves and each other and to facilitate the transition from skill development to transfer. EL

[1]Transfer of new items of repertoire is more difficult than the transfer of skills that polish or "fine tune" models of teaching in existing repertoire.

[2]Technical feedback should not be confused with *general evaluation*. Feedback implies no judgment about the overall quality of teaching but is confined to information about the execution of model-relevant skills.

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# ELEMENTS OF INSTRUCTION

## TASK ANALYSIS INFORMATION

CENTER FOR VOCATIONAL,
TECHNICAL AND ADULT EDUCATION

University of Wisconsin-Stout

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**Teaching is a stream of decisions, the implementation of which increase the probability that learning will occur.**

**Madeline Hunter**

## SELECT OBJECTIVE AT THE CORRECT LEVEL OF DIFFICULTY

Definition:

- the decisions and actions of the teacher wherein he/she determines where to start teaching by matching appropriately the students and the content.

Critical Attributes:

- learning is incremental

Factors:

1. Formulate the objective

   A. content - what is to be learned
   B. student behavior
   C. thought process (Bloom's Taxonomy)

2. Task Analysis

   A. start with an objective
   B. state qualifier
   C. state baseline
   D. list essential components
   E. consider independent and dependent sequence

3. Diagnostic Activities

   A. formal
   B. informal
   C. inferred

When:

- formulate the objective - always, in some form
- Task Analysis - always, in some form
- diagnosis - always, in some form

Why:

- to use instructional time more effectively and efficiently
- to provide with greater accuracy for the instructional needs of the students

Examples:

## TEACH TO AN OBJECTIVE

Definition:

- the relevant actions of the teacher as he/she implements decisions regarding the instructional objective.

Critical Attributes:

- congruence

Factors:

- Four teacher actions

  A. provide relevant information
  B. provide relevant questions
  C. provide relevant activities
  D. respond to the efforts of the learner

When:

- whenever we teach essential information/skill

Why:

- to utilize instructional time more effectively and efficiently
- to help students identify and focus on the essential information/skill

Examples:

## MONITOR & ADJUST

Definition:

- the behavior of the teacher wherein he/she elicits an overt response from the student(s) and acts on it.

Critical Attributes:

- overt

Techniques:

1. Monitor the progress of the student(s)

   A. elicit overt, relevant response
   B. check the response

2. Adjust the teaching

   A. interpret the response
   B. act on the interpretation

      - reteach
      - practice
      - abandon
      - move on

When:

- continually throughout the learning, especially with essential information/skill

Why:

- to provide for continued diagnosis
- to determine when and if the students are ready for the next increment of the learning

## MOTIVATION

Definition:

- the ability of the learner to maintain focus on a task with an intent to learn

Critical Attributes:

- focus

Factors:

1. Success
    a. level of difficulty
    b. recognition
2. Interest
    a. vivid
    b. novel
    c. meaningful
3. Level of Concern
    a. raise
    b. lower
4. Feeling Tone
    a. pleasant
    b. unpleasant
    c. neutral
5. Knowledge of Results
    a. immediate
    b. specific
6. Attribution

When:

- continually throughout the lesson

Why:

- to help students maintain relevant focus on task
- to promote the likelihood that learning will take place

Examples:

RATE AND DEGREE

Active Participation

Reinforcement

Anticipatory Set

Closure

## ACTIVE PARTICIPATION

Definition:

- the consistent engagement of the students mind on that which is to be learned

Critical Attributes:

- consistency

Factors:

1. Overt
2. Covert
3. Covert/Overt

When:

- consistently throughout the lesson

Why:

- to promote rate and degree - students learn more and learn faster
- to promote involvement and accountability on the part of the student
- to provide the teacher opportunities to monitor
- Active participation relates to <u>all</u> the Elements of Instruction

Examples:

## REINFORCEMENT

Definition:

- the interaction between the behavior of the student and the reinforcer of the teacher - the response of the student to the reinforcer determines the kind of reinforcer

Critical Attributes:

- immediate, linkage

Factors:

1. Positive Reinforcer
2. Negative Reinforcer
3. Extinction
4. Schedule of Reinforcement

When:

- when there is a need to modify student behavior

Why:

- to strengthen behaviors that promote learning
- to suppress and/or eliminate behaviors that interfere with learning

Examples:

## ANTICIPATORY SET

Definition:

- the opportunity for the students to bring prior knowledge or experience to the current learning situation provided by the teacher, performed by the students

Critical Attributes:

- transfer, focus

Factors:

1. Relates to objective
2. Relates to past (transfer)
3. Active participation

When:

1. beginning of lesson
2. after interruption
3. beginning new learning objective

Why:

- to promote rate and degree - students learn more and learn faster
- to focus students' attention on the upcoming learning

Examples:

## CLOSURE

Definition:

group

- the opportunity for the students to bring forth a summary of the learning and a chance for them to inventory or the essential parts of the learning

Critical Attributes:

- summary

Factors:

1. Explanation of learning in own terms, oral or written
2. Opportunity to do again; repeat
3. Active Participation

When:

1. Formal - at the end of instruction or lesson
2. Procedural - at the end of a learning

Why:

- to promote rate and degree - students learn more and learn faster
- to provide opportunity for students to inventory or organize the learning
- to provide an opportunity for the teacher to monitor

Examples:

## RETENTION

Definition:

- the ability of the learner to remember learning

Critical Attributes:

- mental access

Factors:

1. Meaning
    a. value
    b. structure
    c. Mnemonic Device
2. Degree of Original Learning
3. Practice
    a. how much?
    b. how long?
    c. how often?
    d. how well?
4. Transfer
5. Modeling
    a. correct/accurate
    b. critical attributes
6. Feeling Tone
    a. pleasant
    b. unpleasant
    c. neutral

When:

- at times appropriate to each technique

Why:

- students retain learnings via a number of different strategies. The above list increases the probability that students will retain more as various techniques are utilized.

Examples:

## TRANSFER

Definition:

- the ability to learn in one situation and to use that learning in a modified or generalized form

Kinds of Transfer:

- Positive - when the old learning assists in the acquisition of the new learning
- Negative - when the old learning interferes in the acquisition of the new learning

Critical Attributes:

- usability

Factors:

1. Similarity of two learnings
2. Association of two learnings
3. Degree of Original Learning
4. Identification of essential and unvarying elements
    a. categorization
    b. identification of critical attributes
    c. preliminary practice
    d. generalization

When:

- at appropriate times throughout the lesson

Why:

- to promote transfer or learning
- to eliminate factors that may interfere with learning
- to help students form relationships between various learnings

Examples:

## Thinking it over ...

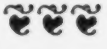
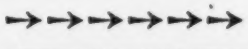
I learned:

I liked...

and I ...

A problem I solved today was:

I would have liked:

I would like to know more about:

I am: *optional*

Name _____

School _____

I plan to:



Use reverse side for additional comments and suggestions. Thank you!

*Adapted from a form developed by Sidney L. Hahn, University of Nebraska at Lincoln 1985*

# ATTACHMENT E

## *Transparency Masters*

TRANSPARENCY TABLE OF CONTENTS

| | TITLE | COLOR |
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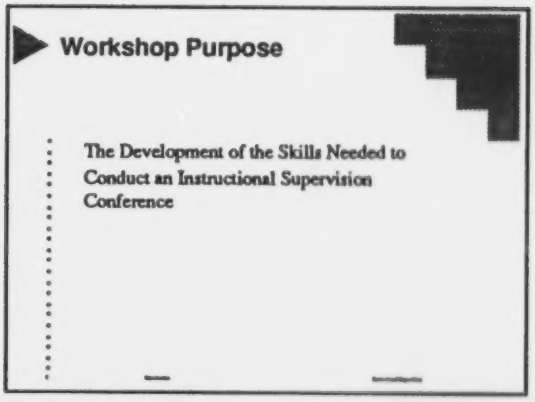
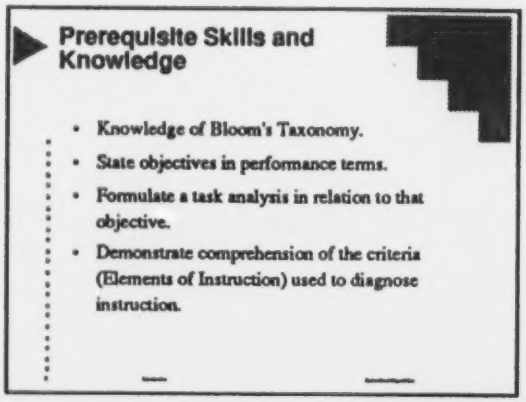
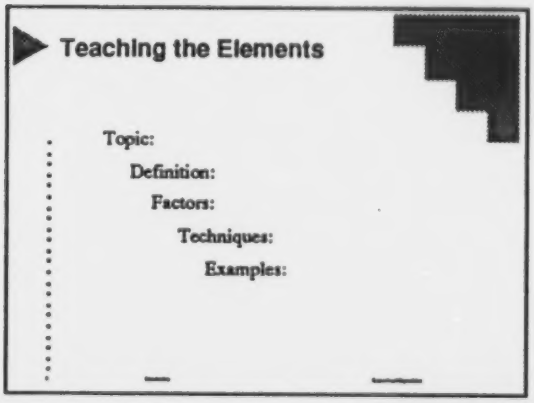
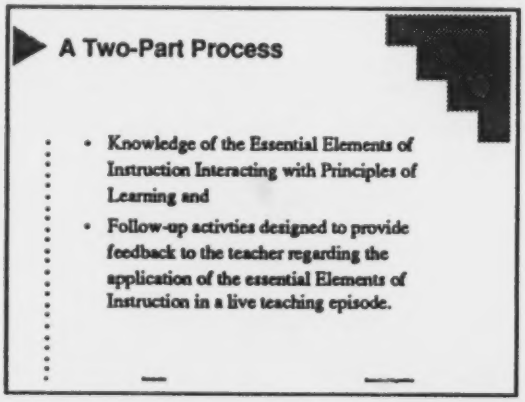
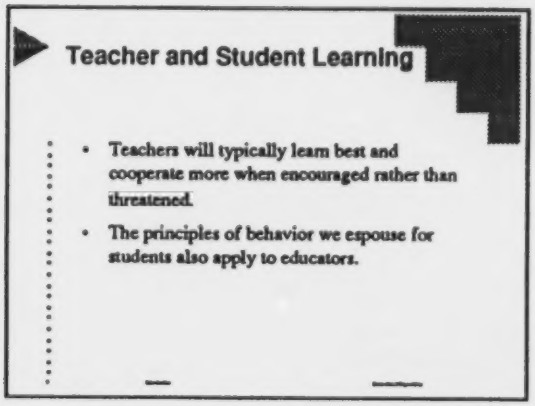
| 1. | Introduction | Blue |
| 2. | Script-taping | White |
| 3. | Process of Instructional Supervision | Yellow |
| 4. | Conferencing | Blue |
| 5. | Staff Development | Cherry |
| 6. | Implementation | Green |

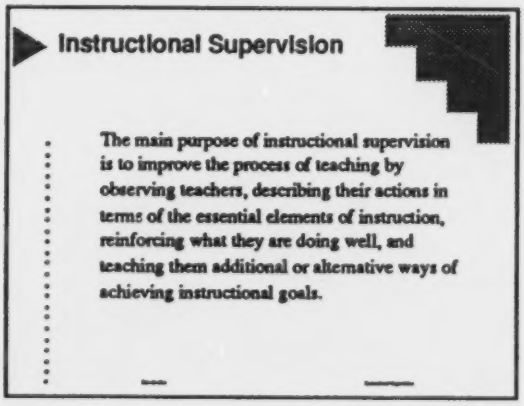




Prerequisite Skills and Knowledge
• Knowledge of Bloom's Taxonomy.
• State objectives in performance terms.
• Formulate a task analysis in relation to that objective.
• Demonstrate comprehension of the criteria (Elements of Instruction) used to diagnose instruction.





A Two-Part Process
• Knowledge of the Essential Elements of Instruction Interacting with Principles of Learning and
• Follow-up activties designed to provide feedback to the teacher regarding the application of the essential Elements of Instruction in a live teaching episode.


Teacher and Student Learning
• Teachers will typically learn best and cooperate more when encouraged rather than threatened.
• The principles of behavior we espouse for students also apply to educators.


Instructional Supervision
The main purpose of instructional supervision is to improve the process of teaching by observing teachers, describing their actions in terms of the essential elements of instruction, reinforcing what they are doing well, and teaching them additional or alternative ways of achieving instructional goals.

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## Research and Behavior Change

| Method | % Indicating Change |
|---|---|
| Lecture | 20% |
| Model Behavior | 10-15% |
| Micro-Teaching | 20% |
| Coaching | 80-90 % |

## Instructional Supervision

is classroom instructors and administrators/ peers working together for the purpose of improvement and growth opportunities.

## What Is Instructional Supervision?

Instructional supervision assesses a specific lesson, sets an objective to reinforce and an objective to teach to improve the teacher's instructional skills, reinforces what the teacher does well and should continue to do and teaches a skill that needs refinement. This is done with the understanding that there will be a follow-up observation at a specific time agreed upon to see if the teaching skill has been applied.

## What About Evaluation?

The scope is broader in evaluation. Evaluation covers all aspects of the teacher's job by usually rating various categories on an evaluation instrument. Evaluation is an inventory of whether a teacher has done a satisfactory or unsatisfactory job in all areas identified in the teacher's job description. The purpose of evaluation is assessment. It uses a checklist inventory of the various competencies of a teacher; e.g., instructional skills, management skills, human relations skills. Evaluation has no instruction.

## Instructional Supervision vs. Evaluation

One way to distinguish between evaluation and instructional supervison is to consider the difference between a referee and a coach.

- Evaluation requires a referee.
- Instructional supervision requires a coach.
- The referee calls or makes judgements based on all phases of the operation.
- The coach is aware of what is going on, but builds on the strengths and tries to make an improvement in areas that need improvement or refinement.

## Supervisory/Peer Conferences

1. Have two discrete functions:
   - Promote growth (instructional conference).
   - Assess teaching (summation of instructional conferences).
2. Apply principles of learning.
3. Are based on an analysis of teaching behaviors.

## Money and Training

*"Most companies spend 50% to 70% of their money on people's salaries, and yet they spend less than 1% of their budget to train their people."*

*The One Minute Manager*

## OBSERVATION

Supervisors must be taught how to observe and what to look for so they can reinforce it. Just because supervisors know how, does not mean they can do it correctly.

1. Throwing sand when your car is stuck.
2. Computer repair.

## INSTRUCTIONAL SUPERVISION

Instructors and supervisors working together for the purpose of improvement and growth opportunities.

## Instructional Leader

An instructional leader:

- is concerned with the quality of instruction.
- has the knowledge and skills to work with instructors.

## Observation Effect

Observation will always affect both the teacher and student. The effect can be minimized by:

1. Conducting frequent observations.
2. Emphasizing that the purpose is teaching improvement rather than evaluation.

## WHY - WHAT - WHEN

WHY - Extension of the elements into the classroom to help the instructor grow. A supervisor owes it to the instructor to observe teaching.

WHAT - Observation, script-taping, analysis, conferencing and follow-up.

WHEN - Schedule observation and conference with teacher.

## Madeline Hunter

"Instructional Supervision is a partnership squarely targeted in discovering and refining teaching to enhance learning."

## Madeline Hunter

"Any growth demands a temporary loss of security ... a period of creative floundering."

## Instructional Supervision Model

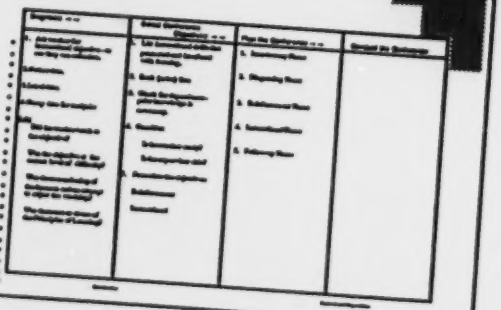
"This model is equally effective in elementary, secondary, postsecondary, and university teaching. In fact, it applies to every human interaction that is conducted for the purpose of learning."

## Madeline Hunter

"Teaching is a performance behavior. It is not just a cognitive behavior. To maintain and refine performance, requires guided practice."

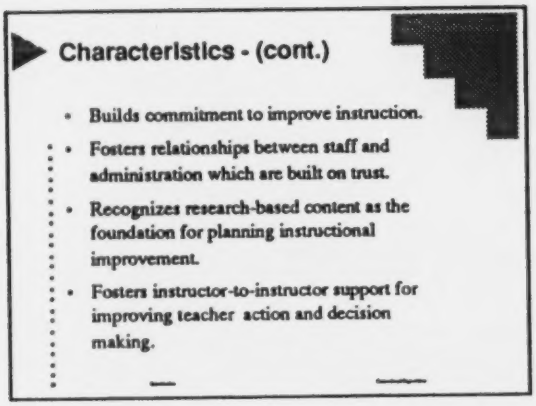
Madeline Hunter

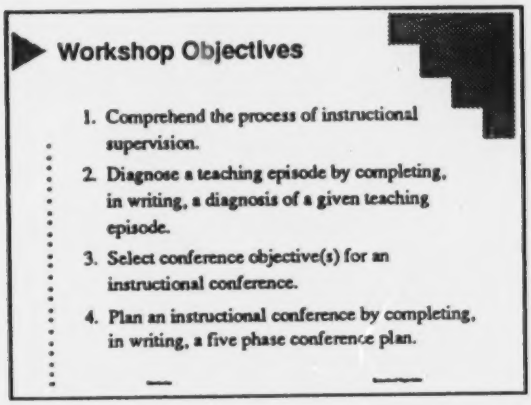
## Process of Instructional Supervision

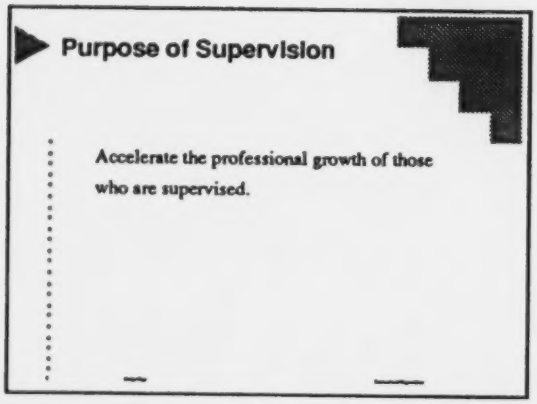


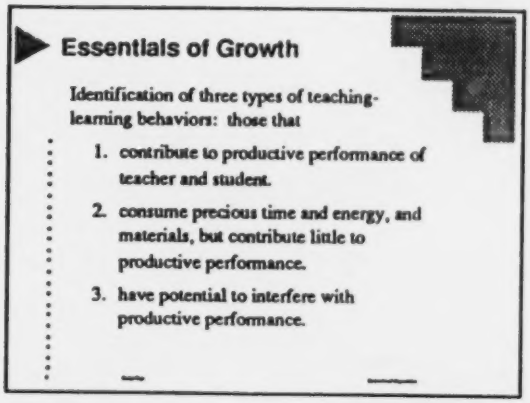
## Characteristics of Instructional Improvement Process

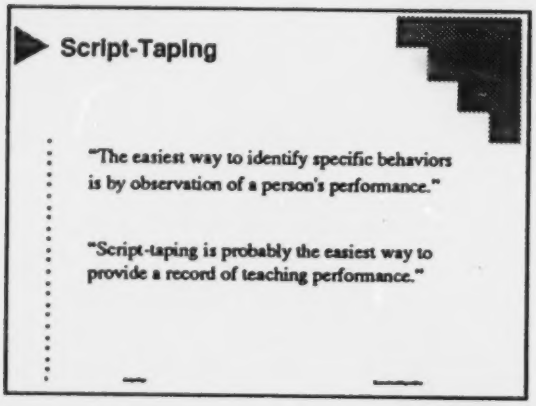
- Recognizes improvement as an ongoing process.
- Facilitates professional growth.
- Provides consistent, relevant feedback.
- Relates directly to "teaching" decisions and actions.
- Focuses on elements of instruction that increase the probability that learning will occur.

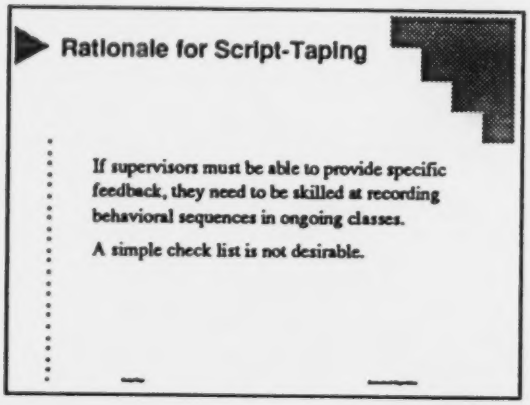

Characteristics - (cont.)
• Builds commitment to improve instruction.
• Fosters relationships between staff and administration which are built on trust.
• Recognizes research-based content as the foundation for planning instructional improvement.
• Fosters instructor-to-instructor support for improving teacher action and decision making.

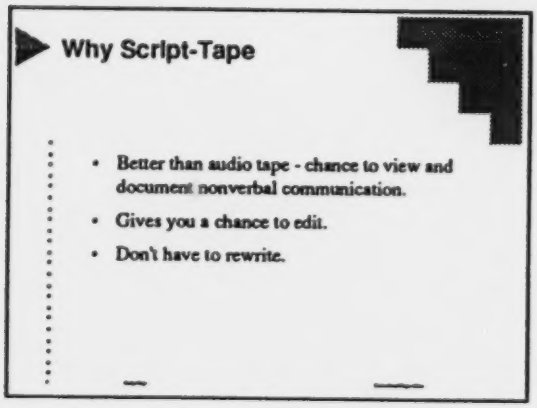

Workshop Objectives
1. Comprehend the process of instructional supervision.
2. Diagnose a teaching episode by completing, in writing, a diagnosis of a given teaching episode.
3. Select conference objective(s) for an instructional conference.
4. Plan an instructional conference by completing, in writing, a five phase conference plan.

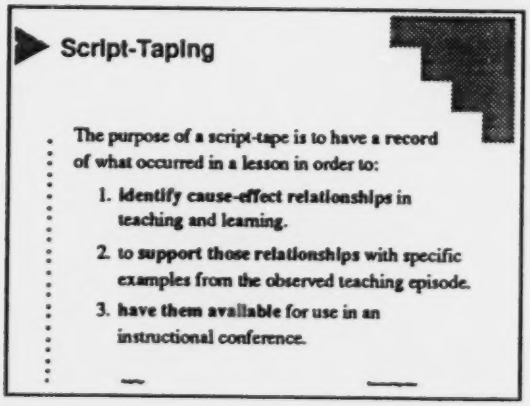

Purpose of Supervision
Accelerate the professional growth of those who are supervised.

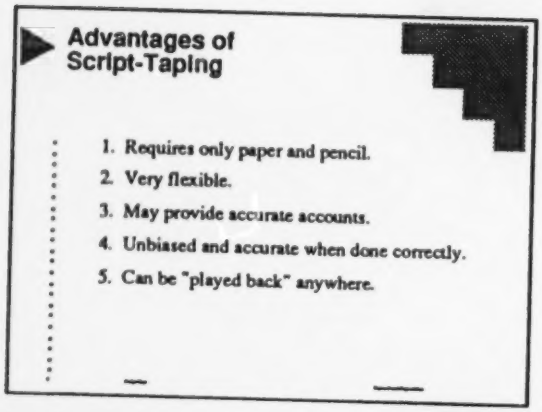

Essentials of Growth
Identification of three types of teaching-learning behaviors: those that
1. contribute to productive performance of teacher and student.
2. consume precious time and energy, and materials, but contribute little to productive performance.
3. have potential to interfere with productive performance.

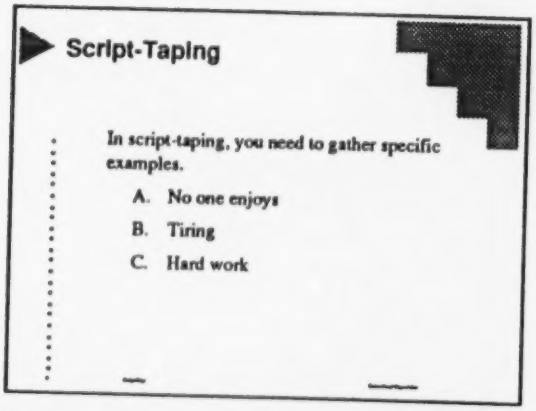

Script-Taping
"The easiest way to identify specific behaviors is by observation of a person's performance."
"Script-taping is probably the easiest way to provide a record of teaching performance."

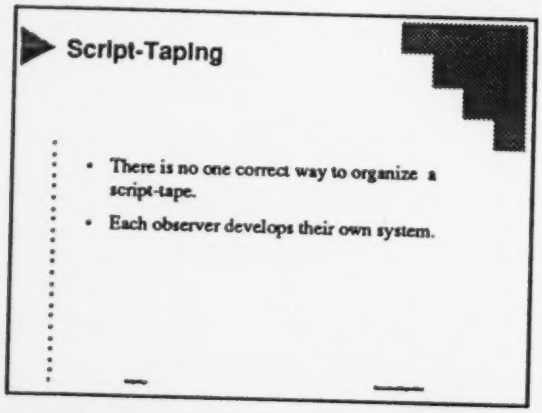

Rationale for Script-Taping
If supervisors must be able to provide specific feedback, they need to be skilled at recording behavioral sequences in ongoing classes.
A simple check list is not desirable.

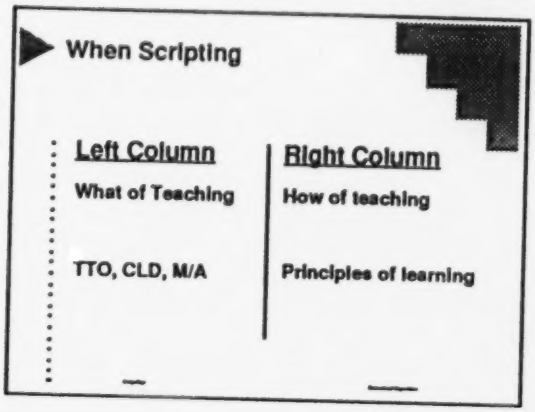

Why Script-Tape
• Better than audio tape - chance to view and document nonverbal communication.
• Gives you a chance to edit.
• Don't have to rewrite.

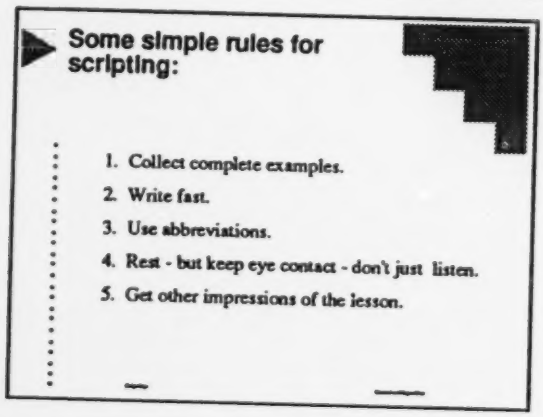

Script-Taping
The purpose of a script-tape is to have a record of what occurred in a lesson in order to:
1. identify cause-effect relationships in teaching and learning.
2. to support those relationships with specific examples from the observed teaching episode.
3. have them available for use in an instructional conference.


Advantages of Script-Taping
1. Requires only paper and pencil.
2. Very flexible.
3. May provide accurate accounts.
4. Unbiased and accurate when done correctly.
5. Can be "played back" anywhere.

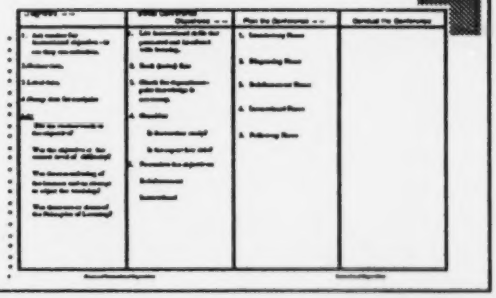

Script-Taping
In script-taping, you need to gather specific examples.
A. No one enjoys
B. Tiring
C. Hard work


Script-Taping
• There is no one correct way to organize a script-tape.
• Each observer develops their own system.


When Scripting
Left Column
What of Teaching
TTO, CLD, M/A
Right Column
How of teaching
Principles of learning


Some simple rules for scripting:
1. Collect complete examples.
2. Write fast.
3. Use abbreviations.
4. Rest - but keep eye contact - don't just listen.
5. Get other impressions of the lesson.

## Process of Instructional Supervision



## Conference Guidelines

- Ask about instructor concerns regarding the lesson.
- Select important, as opposed to insignificant, areas to focus on in the conference.
- Be prepared with alternatives when a concern or problem is identified.
- Suggest alternatives to decisions which worked this time but might not work other times.
- Limit the length of the conference to 10-30 minutes.

## Conference Guidelines (cont.)

- Use specific examples from the lesson in the conference.
- Start and end with positive comments when appropriate.
- Limit the amount of information included in the conference.
- Invite the instructor to be an active participant in the conference.
- Make sure the instructor understands what is being said.

## Conference Guidelines (cont.)

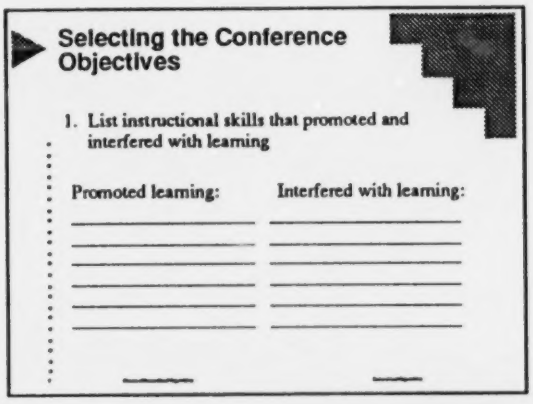
- Monitor and adjust in the conference, just as instructors are to monitor and adjust in in their classroom as they teach.

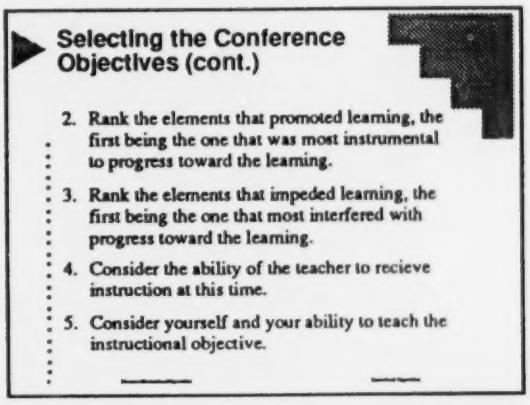
## Diagnosis

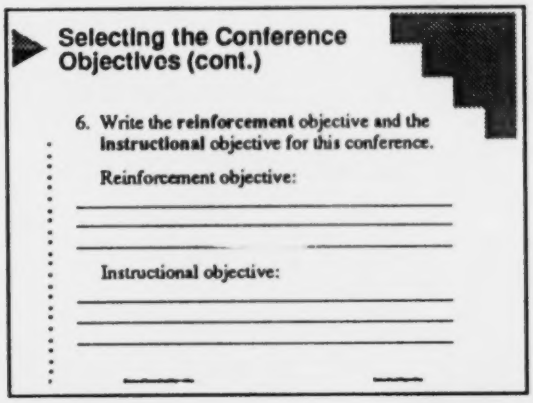
1. Ask teacher for instructional objective
2. Script-tape the teaching episode.
3. Label the data in terms of the Elements of Effective Instruction.

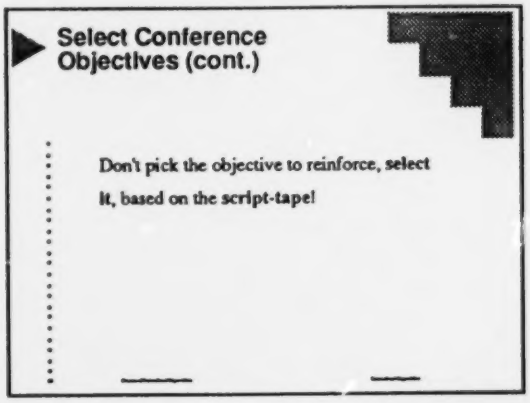
## Diagnosis (cont.)

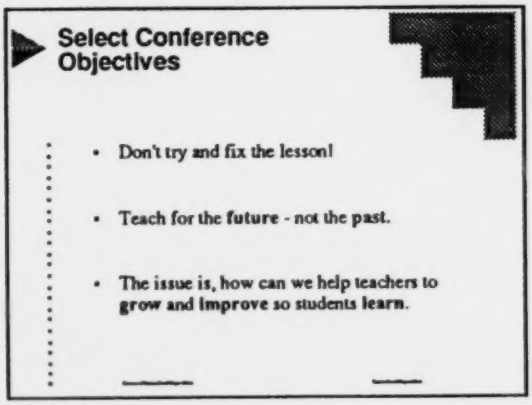
4. Using specific supportive data from the script-tape, ask these questions:
   - A. Did the teacher teach to the objective?
   - B. Was the objective at the correct level of difficulty for the learner(s)?
   - C. Did the teacher monitor the students' progress and adjust the teaching in relation to the students' progress?
   - D. Was there effective use or was there abuse of the principles of learning?

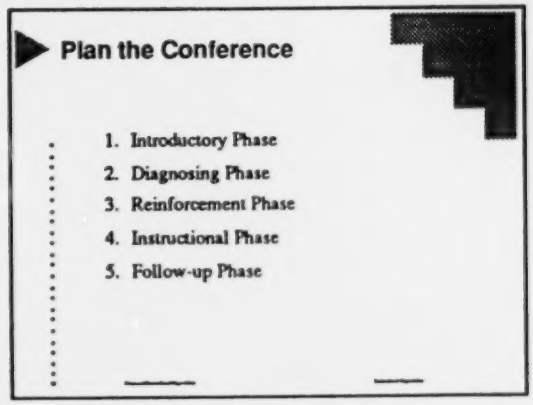

Selecting the Conference Objectives
1. List instructional skills that promoted and interfered with learning
Promoted learning:
Interfered with learning:


Selecting the Conference Objectives (cont.)
2. Rank the elements that promoted learning, the first being the one that was most instrumental to progress toward the learning.
3. Rank the elements that impeded learning, the first being the one that most interfered with progress toward the learning.
4. Consider the ability of the teacher to recieve instruction at this time.
5. Consider yourself and your ability to teach the instructional objective.


Selecting the Conference Objectives (cont.)
6. Write the reinforcement objective and the instructional objective for this conference.
Reinforcement objective:
Instructional objective:


Select Conference Objectives (cont.)
Don't pick the objective to reinforce, select it, based on the script-tape!


Select Conference Objectives
• Don't try and fix the lesson!
• Teach for the future - not the past.
• The issue is, how can we help teachers to grow and improve so students learn.


Plan the Conference
1. Introductory Phase
2. Diagnosing Phase
3. Reinforcement Phase
4. Instructional Phase
5. Follow-up Phase

## Introductory Phase

**Purpose:**

1. To establish physical comfort and a pleasant feeling tone.
2. To establish a mental set toward the conference process.
3. To establish the professional tone of the conference.

## Introductory Phase

**Skills Needed:**

1. Plan a statement for greeting the teacher.
2. Plan a pleasant feeling-tone statement.
3. Plan to review the conference sequence for the teacher.

## Diagnosing Phase

**Purpose:**

1. To get additional information about the lesson and the teacher's perspective to complete the diagnosis.
2. To allow the teacher the opportunity to analyze the lesson.
3. To narrow the focus of the teacher to the conference objectives.

## Diagnosis Phase

**Skills Needed:**

1. Design an open-ended question that will allow the teacher an opportunity to reflect on the instructional skills that promoted learning.
2. Design a question that will give the teacher an opportunity to reflect on the instructional skills which were not as effective in promoting learning.
3. Design a question that will narrow the focus of the teacher to the instructional skill to be reinforced in the conference.

## Diagnosis Phase (cont.)

**Skills Needed:** (cont.)

4. Design a question that will narrow the focus of the teacher to the instructional skill to be taught in the conference.
5. Monitor the teacher's responses and adjust as appropriate.

## Reinforcement Phase

**Purpose:**

To identify and reinforce an instructional skill so that the teacher will continue using that skill.

## Reinforcement Phase

**Skills Needed:**

1. Write the objective for the skill to be reinforced.
2. Mark in the anecdotal record specific examples of the instructional skill being reinforced.
3. Plan how these specific examples will be shared with the teacher.

## Reinforcement Phase

**Skills Needed:** (cont).

4. Design a statement to recommend continued use of this instructional skill.
5. Design a statement to explain how this instructional skill assists students in learning.
6. Plan a procedural closure.

## Instructional Phase

**Purpose:**

To develop or refine an instructional skill.

**Skills Needed:**

1. Write the objective for the instructional skill being developed or refined (see Selecting Conference Objectives).
2. Develop a lesson plan to "teach" the skill.

## Instructional Phase (cont.)

Develop a lesson plan (cont.)

- Write the objective for the instructional skill to be taught to the teacher.
- Set.
- Objective - plan to tell the objective to the teacher.
- Purpose - plan to explain how this skill will assist the student in learning.
- Model - (if appropriate).
- Check for understanding.
- Input - write the task analysis for the objective.
- Guided practice.
- Closure.

## Follow-up Phase

**Purpose:**

1. To allow the opportunity for growth.
2. To hold both the teacher and the supervisor accountable for the improvement of the instructional skill.
3. To provide support for the teacher's efforts in improvement.

## Follow-up Phase

**Skills Needed:**

1. Plan to assist the teacher in deciding the amount of time needed by the teacher for practice before the follow-up observation.
2. Establish a date and time for the next observation.
3. Plan a statement of support for the teacher's efforts in instructional improvement.

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## Teachers' Conference Goal:

"My goal for a conference is to be able to look forward to another because I know I will learn and grow, and it will be a rewarding experience."

## Some Conference Guidelines

Start and end a conference with positive comments.

It will create a feeling which facilitates productively by having the participant become involved in the conference.

## Some Conference Guidelines (cont.)

**Limit the amount of information you include in the conference.**

1. Teachers need time to develop an understanding of the information presented.
2. The more information presented, the less likely teachers will process it and/or retain it.
3. Limit the number of teacher conference decisions and/or growth needs to one.

## Some Conference Guidelines (cont.)

**Provide For Active Participation In The Conference**

- Check for understanding.
- Find out where the lesson fits.
- Find out how they decided what to teach.
- Ask what they feel went particularly well.
- Ask if there were any surprises.

## Conferencing Guidelines (cont.)

- Select important (as opposed to insignificant) areas to focus on in a conference.
- Select instances where a behavior was a pattern rather than one occurrence.
- Make generalizations which will transfer to other lessons rather than a specific for only one lesson.

## Conferencing Guidelines (cont.)

- Suggest alternatives which might work with some students but might not work with others.
- Be prepared with alternatives when you have identified a concern or question.
- Use specific examples from the lesson.

## Type A Conference

Affirming Effective Techniques

1. Identify and label one or more elements of instruction that the teacher has applied effectively.
2. Explain how it was used and why it worked.
3. Objective is to bring the behavior to the conscious level.

## Type B Conference

Broadening the Behavior Repertoire

1. Ask the teacher to think of alternative way of dealing with a particular situation in the lesson.
2. Supervisor also provides alternative examples.
3. Objective is to stimulate the development of a repertoire of effective teaching responses.

## Type C Conference

Critiquing by the Teacher

1. The teacher is asked to reflect and self-evaluate portions of their lesson.
2. Supervisor and teacher provides possible solutions.
3. Objective is to identify solutions with potential for changing unsatisfactory aspects of the lesson.

## Type D Conference

Developing Alternatives to an Ineffective Technique

1. Supervisor recognizes and labels ineffective practices which were not obvious to the teacher.
2. Supervisor recommends techniques which fit into the particular teaching style.
3. Objective is for the teacher to select from alternatives generated he/she might use.

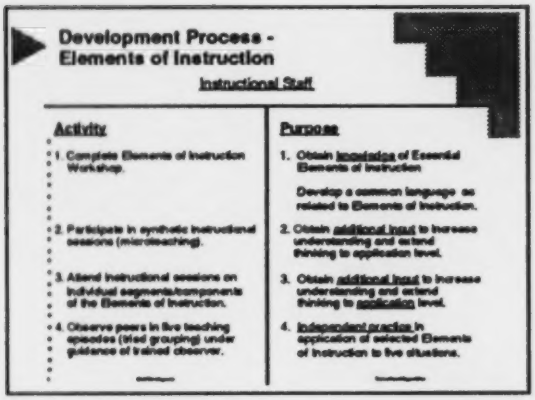
## Type E Conference

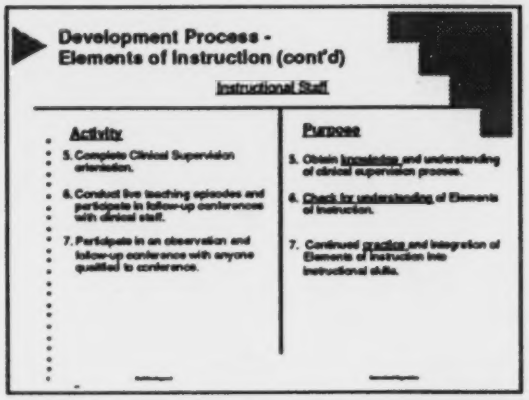
Encouraging Excellence

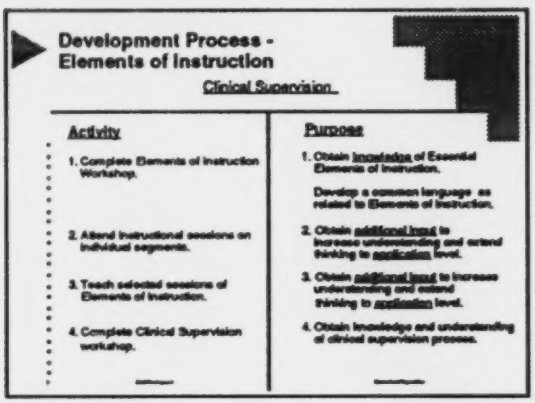
1. Provide specific feedback and recognition to excellent teaching:
   A. So teacher knows that they are excellent.
   B. So continued growth can be encouraged.
2. The objective is to have teachers select the next step in his/her professional growth.

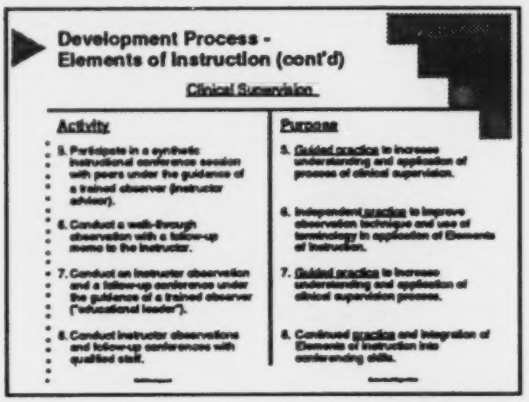
## Your Follow-Up

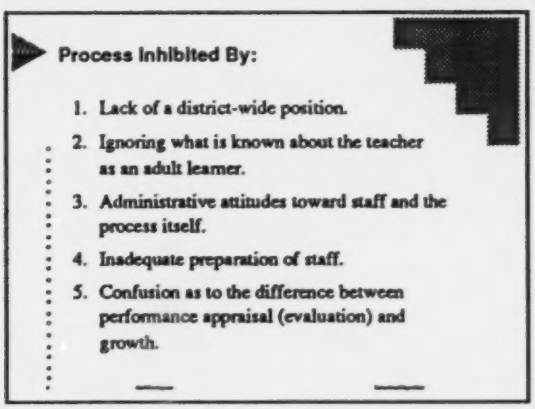
1. Review your notes and books (distributed practice).
2. Discuss what you learned with other informed people.
3. Diagnosis yourself.
4. Select one area for your first concentration.
5. Design a lesson to teach a group of students.
6. Invite a trained peer/supervisor to observe.

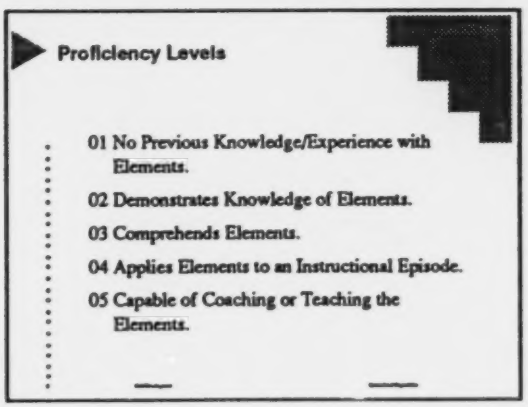

Development Process -
Elements of Instruction
Instructional Staff
Activity
1. Complete Elements of Instruction Workshop.
2. Participate in synthetic instructional sessions (microteaching).
3. Attend instructional sessions on individual segments/components of the Elements of Instruction.
4. Observe peers in live teaching episodes (dyad grouping) under guidance of trained observer.
Purpose
1. Obtain knowledge of Essential Elements of Instruction
Develop a common language as related to Elements of Instruction.
2. Obtain additional input to increase understanding and extend thinking to application level.
3. Obtain additional input to increase understanding and extend thinking to application level.
4. Independent practice in application of selected Elements of Instruction to live situations.


Development Process -
Elements of Instruction (cont'd)
Instructional Staff
Activity
5. Complete Clinical Supervision orientation.
6. Conduct live teaching episodes and participate in follow-up conferences with clinical staff.
7. Participate in an observation and follow-up conference with anyone qualified to conference.
Purpose
5. Obtain knowledge and understanding of clinical supervision process.
6. Check for understanding of Elements of Instruction.
7. Continued practice and integration of Elements of Instruction into instructional skills.


Development Process -
Elements of Instruction
Clinical Supervision
Activity
1. Complete Elements of Instruction Workshop.
2. Attend instructional sessions on individual segments.
3. Teach selected sessions of Elements of Instruction.
4. Complete Clinical Supervision workshop.
Purpose
1. Obtain knowledge of Essential Elements of Instruction.
Develop a common language as related to Elements of Instruction.
2. Obtain additional input to increase understanding and extend thinking to application level.
3. Obtain additional input to increase understanding and extend thinking to application level.
4. Obtain knowledge and understanding of clinical supervision process.


Development Process -
Elements of Instruction (cont'd)
Clinical Supervision
Activity
5. Participate in a synthetic instructional conference session with peers under the guidance of a trained observer (instructor advisor).
6. Conduct a walk-through observation with a follow-up memo to the instructor.
7. Conduct an instructor observation and a follow-up conference under the guidance of a trained observer ("educational leader").
8. Conduct instructor observations and follow-up conferences with qualified staff.
Purpose
5. Guided practice to increase understanding and application of process of clinical supervision.
6. Independent practice to improve observation technique and use of terminology in application of Elements of Instruction.
7. Guided practice to increase understanding and application of clinical supervision process.
8. Continued practice and integration of Elements of Instruction into conferencing skills.


Process Inhibited By:
1. Lack of a district-wide position.
2. Ignoring what is known about the teacher as an adult learner.
3. Administrative attitudes toward staff and the process itself.
4. Inadequate preparation of staff.
5. Confusion as to the difference between performance appraisal (evaluation) and growth.


Proficiency Levels
01 No Previous Knowledge/Experience with Elements.
02 Demonstrates Knowledge of Elements.
03 Comprehends Elements.
04 Applies Elements to an Instructional Episode.
05 Capable of Coaching or Teaching the Elements.

## Cautions

1. "Too Much, Too Soon" delusions of familiarity when teaching others.
2. Minimizing follow-up activities.
3. Lack of trainer encouragement.
4. Focusing on staff "In Trouble".
5. Efforts diffused by other priorities and assignments.

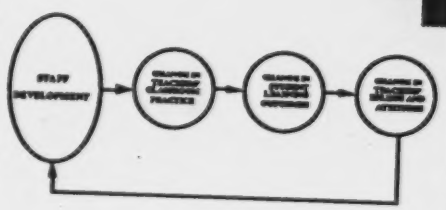
## Five Critical Ingredients for Improving Teacher Effectiveness

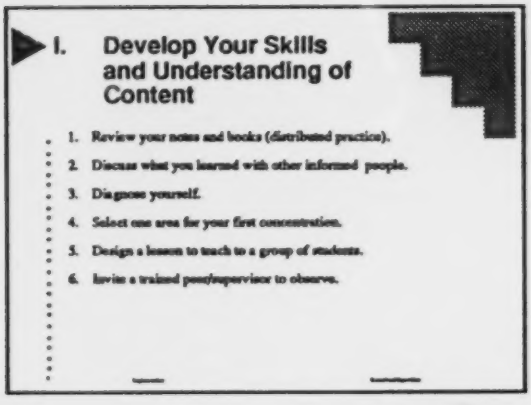
- Research-Based Content
- Leadership
- A Documented Plan
- A Budget
- Knowledge of Problems

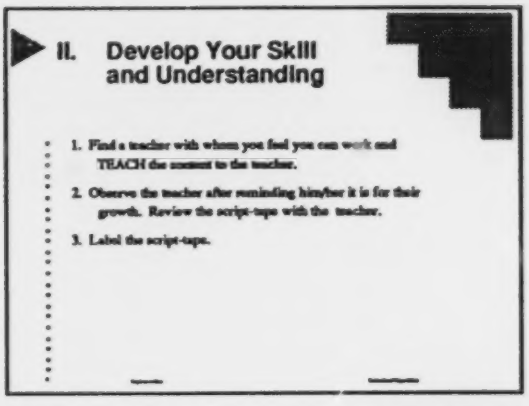
## Leadership Levels of Competence

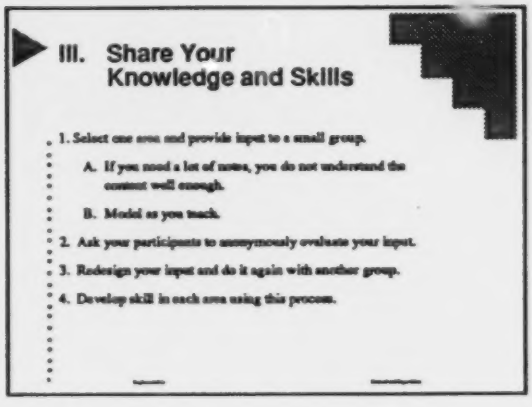
- Content
  - Comprehension
  - Internalization
- Process (Observation/Feedback Skills)
  - Comprehension
  - Internalization
- Planning/Presentations
  - Comprehension
  - Internalization

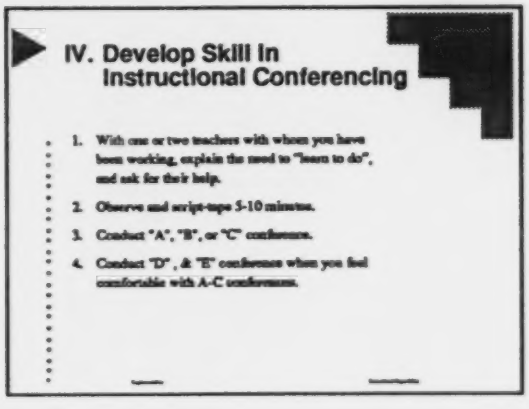
## Staff Development




I. Develop Your Skills and Understanding of Content
1. Review your notes and books (distributed practice).
2. Discuss what you learned with other informed people.
3. Diagnose yourself.
4. Select one area for your first concentration.
5. Design a lesson to teach to a group of students.
6. Invite a trained peer/supervisor to observe.


II. Develop Your Skill and Understanding
1. Find a teacher with whom you feel you can work and TEACH the content to the teacher.
2. Observe the teacher after reminding him/her it is for their growth. Review the script-tape with the teacher.
3. Label the script-tape.


III. Share Your Knowledge and Skills
1. Select one area and provide input to a small group.
A. If you need a lot of notes, you do not understand the content well enough.
B. Model as you teach.
2. Ask your participants to anonymously evaluate your input.
3. Redesign your input and do it again with another group.
4. Develop skill in each area using this process.


IV. Develop Skill in Instructional Conferencing
1. With one or two teachers with whom you have been working, explain the need to "learn to do", and ask for their help.
2. Observe and script-tape 5-10 minutes.
3. Conduct "A", "B", or "C" conference.
4. Conduct "D", & "E" conference when you feel comfortable with A-C conferences.

# ATTACHMENT F

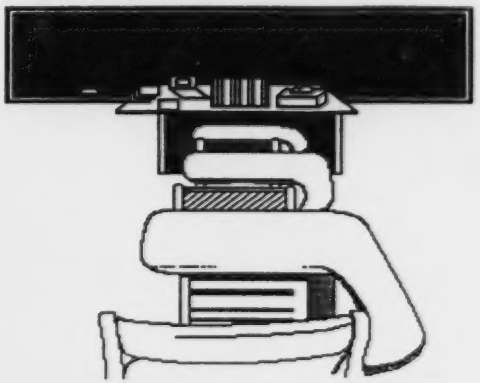
## *Certificate of Completion*

# Instructional Supervision VTAE Workshop

# Certificate of Completion

This is to certify that

Participated in 18 hours of Instruction March 5-7, 1990, Wisconsin Rapids



Howard Lee, Project Director

William Mamel, Consultant

A project sponsored by the Wisconsin State Board of Vocational, Technical and Adult Education and the University of Wisconsin-Stout, Center for Vocational, Technical and Adult Education

# ATTACHMENT G

## *Rating Scales and Participant Comments*

**EVALUATION FORM**

## INSTRUCTIONAL SUPERVISION WORKSHOP

**March 5 - 7, 1990 MEAD INN - Wisconsin Rapids**

Please rate the following and comment in your own word(s).

| | Poor | | OK | | Great |
|---|---|---|---|---|---|
| 1. Clarity and appropriateness of workshop objectives - | 1 | 2 | 3 | 4 | 5 |

Comments: _____

_____

2. Applicability of Workshop Content - 1 2 3 4 5

Comments: _____

_____

3. Delivery of Information/Modeling - 1 2 3 4 5

Comments: _____

_____

4. Relevance of Activities - 1 2 3 4 5

Comments: _____

_____

5. Attention to Your Efforts - 1 2 3 4 5

Comments: _____

_____

6. Use of Principles of Learning - 1 2 3 4 5

Comments: _____

_____

7. What is the most significant thing you learned from the workshop?

_____

_____

8. Should we consider offering this workshop again?

_____

Why? _____

9. Your personal comments, suggestions and/or concerns:

_____

_____

Center for Vocational Technical and Adult Education
Group numbers based on the PRIMARY group for this analysis
Analysis on 15-Mar-90 at 10:44 AM. Data from file: INSUPER_89
Survey analysis of response to 6 questions, by 20 people

==========
Question: 1
==========

| Group | Mean Omit | Mean No Omit | Stand Dev Omit | Stand Dev No Omit | Number People | Number Checks | Quartile First | Quartile Median | Quartile Third | Quartile IQR |
|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 4.65 | 4.65 | 0.49 | 0.49 | 20 | 20 | 4.21 | 4.73 | 5.12 | 0.90 |

| Omit | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 0.00 | 0.00 | 0.00 | 0.00 | 0.35 | 0.65 | People |
| 0 | 0 | 0 | 0 | 7 | 13 | |

==========
Question: 2
==========

| Group | Mean Omit | Mean No Omit | Stand Dev Omit | Stand Dev No Omit | Number People | Number Checks | Quartile First | Quartile Median | Quartile Third | Quartile IQR |
|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 4.60 | 4.60 | 0.60 | 0.60 | 20 | 20 | 4.17 | 4.73 | 5.12 | 0.95 |

| Omit | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 0.00 | 0.00 | 0.00 | 0.05 | 0.30 | 0.65 | People |
| 0 | 0 | 0 | 1 | 6 | 13 | |

==========
Question: 3
==========

| Group | Mean Omit | Mean No Omit | Stand Dev Omit | Stand Dev No Omit | Number People | Number Checks | Quartile First | Quartile Median | Quartile Third | Quartile IQR |
|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 4.85 | 4.85 | 0.37 | 0.37 | 20 | 20 | 4.62 | 4.91 | 5.21 | 0.59 |

| Omit | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 0.00 | 0.00 | 0.00 | 0.00 | 0.15 | 0.85 | People |
| 0 | 0 | 0 | 0 | 3 | 17 | |

==========
Question: 4
==========

| Group | Mean Omit | Mean No Omit | Stand Dev Omit | Stand Dev No Omit | Number People | Number Checks | Quartile First | Quartile Median | Quartile Third | Quartile IQR |
|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 4.70 | 4.70 | 0.57 | 0.57 | 20 | 20 | 4.50 | 4.83 | 5.17 | 0.67 |

| Omit | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 0.00 | 0.00 | 0.00 | 0.05 | 0.20 | 0.75 | People |
| 0 | 0 | 0 | 1 | 4 | 15 | |

==========
Question: 5
==========

| Group | Mean Omit | Mean No Omit | Stand Dev Omit | Stand Dev No Omit | Number People | Number Checks | Quartile First | Quartile Median | Quartile Third | Quartile IQR |
|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 4.85 | 4.85 | 0.37 | 0.37 | 20 | 20 | 4.62 | 4.91 | 5.21 | 0.59 |

| Omit | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 0.00 | 0.00 | 0.00 | 0.00 | 0.15 | 0.85 | People |
| 0 | 0 | 0 | 0 | 3 | 17 | |

Center for Vocational Technical and Adult Education
Group numbers based on the PRIMARY group for this analysis
Analysis on 15-Mar-90 at 10:44 AM. Data from file: INSUPER_89
Survey analysis of response to 6 questions, by 20 people

==========

Question: 6

==========

| Group | Mean | | Stand Dev | | Number | | Quartile | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Omit | No Omit | Omit | No Omit | People | Checks | First | Median | Third | IQR |
| 0 | 4.85 | 4.85 | 0.37 | 0.37 | 20 | 20 | 4.62 | 4.91 | 5.21 | 0.59 |

| Omit | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 0.00 | 0.00 | 0.00 | 0.00 | 0.15 | 0.85 | People |
| 0 | 0 | 0 | 0 | 3 | 17 | |

Instructional Supervision
Evaluation Form
March 5 - 7, 1990

**Comments for Question #1 - Clarity and appropriateness of workshop objectives**

Every objective written and spoken appropriate for both instructors and supervisors.

Very clear.

Good to start with summary of Elements and putting it together on the wall - it helped me see the "Gestalt"!

Use of overlays - pass out and reinforce at beginning and end of class.

Finally we got to see the Gestalt of Hunter's Model - it made everything clearer - I would liked to have seen it at the very beginning of the 1st seminar.

The objective was clear and was strived to be taught to.

Right on - stayed with workshop objectives.

**Comment for Question #2 - Applicability of Workshop Content**

Though there isn't District support, yet.

Just concerned what "can do" back at the district.

Right on target.

Both workshops for supervisors - first workshop for instructors.

Relevant.

Great presentation with modeling, role playing, etc. - effective enough to transfer the majority of material to "back-at-school" situations.

Although concept was great the length of time to be fully operational is a hindrance.

For me, this is very applicable and timely.

Still struggling with implementing certain parts in our system.

Information is great/okay, however, time limitation and local District emphasis would hinder.

**Comments for Question #3 - Delivery of Information/Modeling**

Wonderful organization and materials. Thanks!

Great with your role playing and copies - transparencies in workbook.

Especially well done.

Excellent role playing.

Great job role playing - showing us the right direction.

Bill and Howard did a lot of modeling to reinforce information shared and with overlays.

Information blended well with practical application - conscious competence!

Very timely and good content.

Good job - enjoyed varied AP (?).

Outstanding - instructors worked hard at it - good job at role playing - was helpful.

Certainly a strength.

**Comments for Question #4 - Relevance of Activities**

Would have liked at least one more opportunity "to do" a conference. The first one really scared me too much.

For me, doing the 5 step conference role play with Howard gave me feedback to see if I was on track.

Great.

More guided practice, more on implementing, more peer coaching.

The conferencing was excellent - (writers' cramp).

I feel smaller groups for the conferencing would have been more productive and more practice.

Activities were coherent and congruent with the objective of the day.

The activities made the information understandable and real.

One of the few conferences where there was not "fluff."

Need to work this into evaluation.

All directly related. Stayed on time/schedule. Group work was fitting.

**Comments for Question #5 - Attention to Your Efforts.**

Very good role modeling by both Bill and Howard regarding effective teaching.

I have a lot of work to do in the next five years.

Excellent listening to each participant's ideas.

Howard and Bill always took time to answer our questions and made comments if we did good or bad.

Both of you are excellent at reading your audience and structuring your activities accordingly.

Awesome guidance - right on. I would have liked a little more correction (instructional supervision) - something to be able to correct my errors on know if there are errors.

Helpful - patient in explanations yet able to maintain interest in the rest of the class.

I felt great about the personal concern both Bill and Howard demonstrated.

Considerable efforts to keep us on task.

No problem - always called upon/allowed to speak/ask questions.

**Comment for Question #6 - Use of Principles of Learning.**

Very good role modeling by both Bill and Howard regarding effective teaching. (used this same answer in Questions #5)

Excellent active participation and good transfer from the previous workshop.

Excellent.

I liked it when you used the principles and noted aloud that you had just used it. You were good at manipulating the motivational variable to keep the interest level high.

You practice what you preach.

Right on base - special attempts appeared to have been made to do this.

Super role models.

**Comments for Question #7 - What is the most significant thing you learned from the workshop?**

I'll be a more effective supervisor. Reinforcement and clarity on Elements of Instruction.

The positive effort - to improve instruction techniques to be an advocate for the instructor.

The intention behind conferencing and the elements that make it.

1. How to conduct a conference. 2. The elements of instruction.

Elements of learning/teaching/and supervision.

This method of dealing with instruction is much better than check lists.

How to script-tape and conference.

A better understanding of the elements. Better understanding of conferencing.

Bill, I must admit that I really was not looking forward to participating in the role playing, but you can read the situation well and I came away from the conference feeling good and confident.

I received information, saw it in action and got to put it in action that will help me be a better instructor.

Peer conferencing.

How to plan and deliver a conference after all the information is gathered - practical application!

I learned more about the elements plus the value of having someone else help you access your use of the elements.

How to effectively use different elements of instruction.

The script-taping with and concerning peer coaching.

The model.

Hunter model.

The model - script-taping and the conference.

Is this difficult to answer. Clinical supervision = coaching. The dignity of the instructor is paramount. I need to and what to study the elements of instruction in more depth.

**Comments for Question #8 - Should we consider offering this workshop again?**

Yes.

Yes - need for others to receive the training form excellent leaders.

I'd rather have you offer one that's an extension of these two, to help stretch me some more.

Yes - valuable - especially for instructors and for supervisors.

Yes - on campus at each technical college - more on peer coaching.

Yes - to all supervisor to make them aware.

Yes - if you want to implement "Hunter" into Wisconsin VTAE and Hunter related conferences.

Yes, until every VTAE faculty member in Wisconsin has this down pat. This should/must replace existing certification courses.

Yes - what instructors can learn and share - we need supervisors that have the supervision skills!

Very definitely - because it does cause growth.

Yes - with cost of putting it all together and "need" of Wisconsin vocational and technical staff.

Yes - worthwhile information for both instructional and supervision.

Yes - I may need reinforcement, the more people that know Hunter's model and vernacular, the better the conferencing will work universally.

Yes - because it is a model that is very constructive.

Yes - if it is to be the language of teaching - if it is to be familiar to all teachers - they must be taught.

Yes - more instructors and supervisors should be exposed to this as an alternative to and leading to evaluation.

Definitely - a must in our system.

Yes - I would like to recommend it to others within our organization.

Yes - all districts need to know this model. If it is the model for VTAE system, all districts should have it.

Definitely. I hope we can offer similar workshops and inservicing in our district.

**Comments for Question #9 - Your personal comments, suggestions and/or concerns.**

Thank you very much! You both did a superb job.

An idea: to put some conferencing segments on video tape to show the different phases - as another modeling technique. These could be optional. An idea to even break it down further: to stop video at the time it moves into the different phases - to analyze what has gone on, etc.

I'd encourage a handout similar to the "wall activity."

I'm not sure I will have any opportunity as an instructor ut use the things I learned about supervision. However, I will certainly put the elements of instruction into conscious practice.

Implementation at a technical college.

You were both very professional and aware of the student's ? feelings. UW-Stout has two excellent people presenting this program. Thank you for the learning experience.

Questionable activity for line teachers, but a must for supervisors. Advantage of teachers at workshop is to make proponents to this "Hunter" theory where they probably won't be doing conferences but will understand them and "pass the word" to the rest of the faculty.

Please don't insist on every person get involved in role playing. I for one am very uncomfortable as a participant.

I would like to see things taken one more step. Another seminary after things fall into place in our heads. More practice.

I think you need to focus your efforts to groups of teachers and groups of supervisors in the same school so that a large portion of the faculty and administration is aware of this model and technique. I realize that this effort is to at least get it into many districts. It would be interesting to, with a volunteer, take the role playing into a slightly less cooperative situation (keeping it in focus). I know that Bill and Howard could probably make that work. I think this would probably bring out some tactful methods of questioning which might in time break down some barriers.

It was a great experience to meet and share information from so many levels and areas.

Session #1 should be prerequisite for session #2.

Have the workshop last 4 days - specifically for more active participation.

I don't have as high a level of understanding of the elements of instruction and conferencing as many others in the group but I may have learned more given my starting point. Thanks Diane Weberg.

Do not do role playing in such large groups - not as interesting to see it 16 times as 8 times - too "scary." Why not have rotation - like last time and have Bill and Howard go back and forth and observe, not be the participant? We should be timed too - like last time (at least a limit) (i.e., however many steps we could get done in 10 or less minutes)! Give some examples of really poor instruction so that we have to look hard to find good points.

Thanks.

At times reached burnout. May have been too much encompassed into the short time frame.

Thanks for putting the workshop on and for your fine effort to make it a success. Also - real plus was to get to know supervisors/instructors from other districts. Great group of folks.

Keep up the great work. You dedication to quality instruction is admirable.